

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.

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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	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:

During my first six months of classroom training as a Police Constable, I developed strategies to help me cope with increased stress, as well as methods to help strengthen my resilience. To explain how I did this, I will use the Gibbs Reflective Cycle 1988. "Gibbs reflective cycle is a framework that you can use to help structure your reflective writing. What is good about Gibb's reflective cycle is that it helps you to learn and plan from things that either went well or didn't go well." (Melvin, 2021).

Stress can be defined as "...the feeling of being overwhelmed or unable to cope with mental or emotional pressure." (Mental Health Foundation, 2021).

Resilience can be defined as "...reduced vulnerability to environmental risk experiences, the overcoming of a stress or adversity, or a relatively good outcome despite risk experiences." (Rutter, 2012, p. 7).

One way in which I have tried to minimise my stress levels was by regularly exercising at the gym. By exercising on a regular basis, I was able to clear my mind from stressful distractions, which had a positive physical and mental effect. There is a body of literature that recognises the positive effects of exercise on mood states such as anxiety, stress, and depression. "Exercise has also been shown to reduce inflammation via several different processes (inflammation, cytokines, toll-like receptors, adipose tissue and via the vagal tone), which can contribute to better health outcomes in people suffering from mood disorders." (Mikkelsen *et al.* 2017, p 48-56).

It is widely acknowledged that exercise presents acutely positive effects on mood state (Basso *et al.* 2017). "Experimental studies reveal positive effects of exercise, in healthy people and in clinical populations (also in patients with emotional disorders) regardless of gender and age." (Guszkowska, 2004).

On the evening before my first exam, I was feeling more anxious and stressed than usual, and needed to find a way to calm my nerves. I found that after I exercised for approximately one hour, my mind had cleared, my stress and anxiety levels were much lower, and I felt much more positive about the pending exam.

I found that going to the gym in various ways, either after work or when my stress and anxiety levels were high, helped keep me calm and focused on the tasks ahead. In the future, I would like to try other methods of exercise such as swimming and running to see if these have a similar effect, as these activities will also keep my exercise routine interesting. I now know to push myself to exercise when I am feeling overly stressed or anxious after work, or even if I am feeling tired or unmotivated, as I know the results will improve my mood and help me feel more relaxed and positive.

One task that did not help reduce my stress and anxiety levels, but in fact made me feel more stressed, was attempting to cook a complex meal from scratch. I decided to try this as it is understood that cooking can have a significantly positive effect on psychological well-being (Güler *et al.* 2018). The preparation of the meal did not go to plan, and I began to feel very stressed. I realised that trying to cook an overly complicated meal made me feel more anxious and annoyed. Looking back, I could have stuck to a simpler meal that would have produced a good result and left me feeling happy and stress-free. If I were to attempt a more complicated meal, I would give myself more preparation time and read more carefully the cooking instructions to prevent any miscalculated mistakes.

To help strengthen my resilience, I developed organisational methods to keep on top of my workload and daily tasks. These included using both electronic and paper diaries simultaneously. I found that doing this meant that I had created a back-up so if something was missed from one diary, I could find it in the other. I also kept and maintained daily lists which I kept as paper copies, which I regularly updated.

During the classroom training period, I was feeling overwhelmed by the amount of homework, and my confidence had reduced. By introducing electronic and paper diaries and lists, I was feeling better prepared and more confident that I could manage my workload and that it would be harder to miss any deadlines.

Keeping a paper diary as well as an electronic version on my phone and laptop, not only helped me manage my homework, but had also allowed me to take time out to complete small tasks around the home, including washing, vacuuming, food shopping etc. By doing this, I felt less stressed and anxious as I was not worried that I was going to miss an important deadline or run out of time to complete a task. I felt much more focused and positive when starting and completing homework or tasks around the home as they could be ticked off the diaries or lists. It did mean that I had to regularly update both diaries and the lists, and sometimes that did mean that I forgot to add new tasks, but for the most part it was extremely helpful having multiple organisational tools in place.

Moving forward, I could have looked at different methods of keeping track of my workload, which could have included sticky notes and placing them in strategic places around the home. However, I feel my method of maintaining a paper and electronic diary as well as lists, was overall successful as I did not miss any deadlines and I managed to keep up to date with my homework and tasks around the home. It helped me feel less anxious and stressed as I always knew what I had planned and what could be marked as completed. I have continued using this method of two dairies and paper lists to help manage my homework and personal tasks, given this proved to be effective for me.

In conclusion, I found that regular exercise at the gym helped reduce my stress levels, whilst other activities did not appear to work for me (e.g., cooking). Therefore, I will continue to focus on working out at the gym as it offers a positive outcome for me. I can also conclude that making and maintaining an electronic and paper diary, as well as lists, helped maintain my resilience as it kept me organised and reduced any stress regarding missing important deadlines. I will continue to use these three methods as they have worked considerably well and continue to regularly evaluate their effectiveness.

Word count – 1091

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:

For question two, I will explain how I used different communication methods during an incident while on call, and what the outcome of this incident was. To help explain why I used these communication methods, I will use Betari's Box.

Betari's box describes how people can get locked into a vicious or virtuous circle of communication, based on how their attitudes and behaviour respond to each other. (College of Policing, 2020).

To also help understand how I approached and learnt from the incident, I will use the Gibbs Reflective Cycle 1988.

The reflective model according to Gibbs is based on several stages, during which you are required to answer several questions to go as deep as possible with your reflections. Gibbs suggests the following stages: description, feelings, evaluation, analysis, conclusions and action plan.

The idea of this model is to systematise reflections and isolate feelings. The different stages usually help to slow down our thought processes so that we don't jump to conclusions too quickly. (Brown, 2022).

On this call, the ex-partner of a woman was trying access the building where the woman lived. The ex-partner was kicking the front door to the building, shouting, and screaming to the woman that he wanted to come in and see her. The woman refused to let her ex-partner inside the building. The woman's downstairs neighbours also refused to open the door and let the woman's ex-partner inside.

On arrival at the scene, we immediately moved the ex-partner away from the front door of the building. He refused to move any further, and sat on the curb, in front of the building. He was not shouting and screaming when we arrived.

With much persuasion from myself and my colleague, the ex-partner did eventually and quietly move from the front of the building, with a friend of his, and did not return to the address.

My colleague and I spoke to the downstairs neighbours who were alarmed and distressed, and we took their details, as well as details of the incident. We also spoke to the woman who lived on the top floor. She had her two children staying with her, and she also appeared alarmed and distressed. We took her details, along with the details of her children, including names, dates of birth, schools, and GP details, as standard. She did not want to make any formal complaints regarding the incident.

During the incident, I felt empathy for all parties involved. I felt it was difficult to juggle the feelings when the parties involved were affected in different ways. The ex-partner was clearly struggling with substance and alcohol abuse, and so I felt my colleague and I needed to approach and speak to him in a calm yet firm manner. We needed to be firm as he had to understand that he could not stay outside the building. I needed to remain calm and polite to the ex-partner to keep him calm and prevent him from becoming more agitated. As the ex-partner was either intoxicated with alcohol or had consumed a substance, it was much harder to speak to him in a regular manner. He was distracted, falling asleep and becoming agitated. The more I spoke to the ex-partner in a polite yet firm and slow voice, he himself calmed down, and began to talk to me. I was able to continue a friendly dialog with the ex-partner and while doing so, I was able to negotiate with him what options he had. I explained to the ex-partner that we did not want to take him into custody for Breach of the Peace. To try and appeal to his better nature, I explained that we would not mind taking him to the local hospital to be examined if he had taken drugs or had drunk too much. Or that he could go back with his friend who was also at the scene. By providing the ex-partner with at least three options, I felt that we were able to provide him with choices, instead of forcing him into a situation which could have escalated.

The ex-partner eventually left the scene with his friend, quietly and calmly. He understood that if he returned, my colleague and I would arrest him for Breach of the Peace. I feel that because we de-escalated the situation by talking to the ex-partner in a calm and helpful manner and provided him with options, his attitude become more positive and open to a resolution.

When speaking to the downstairs neighbours of the building, I felt it was more important to deescalate the situation, as the neighbours were very anxious and angry after the incident took place. I had to state to them that I was wearing my body worn camera, and I did so in a firm manner, so they understood that everything was recorded. I had to again use verbal communication when speaking to the neighbours but in a slightly different way in which I spoke to the ex-partner. I made sure I carefully listened to the neighbours while they vented their frustrations about what had happened that evening. I also made sure to make eye contact with each neighbour and nod my head in agreement, so they knew that I was actively listening and understood what they were saying. When I asked questions to each neighbour, I made sure to ask open questions that allowed them to provide as much or as little detail as they wanted. But I also asked closed questions so they would feel as though I had understood the situation and was taking their concerns seriously.

I felt that by communicating with the neighbours in this way, it made it much easier for me to collect the information I needed as they were willing to provide me with details of the incident. Again, I felt my attitude reflected the attitude of the neighbours, as I came across as approachable, understanding, and supportive, and in turn, they were also supportive and helpful.

When it came to speaking with the woman of the ex-partner, I felt I had to communicate to her in a much softer tone so I would not appear too firm and authoritative. When I stated to her that my body worn camera was on and recording, I did so in a much more casual yet polite manner, so she did not feel spooked. I did this because she was the main victim and was very distressed at the situation. By approaching her in a calm and softer manner, she was willing to explain her side of the story and provide me with the necessary details. Again, because my manner of communication was calm and considerate, this was reflected in the manner of the woman. She was also calm when I spoke to her.

While communication with each party regarding the incident, I could have done the following different:

- When speaking to the ex-partner, I could have taken him to the hospital so he could have been checked over. Although my colleague and I were not worried about his immediate health and safety, the hospital could have offered professional services targeted at alcohol and substance abuse so he could have been offered the help he really needed.
- My colleague and myself could have offered the neighbours more advice on what to do next if the ex-partner was to ever come to the building again. We could have offered advice such as, CCTV to be installed by the front door, installation of a stronger quality door lock and not to let anyone into their building that did not permanently live there.
- After speaking to the woman, she did not wish to make a formal complaint or take the matter further. Maybe if I had been a little firmer with the woman, she may have been willing to make an official statement and allow us to place some restrictions in place of her ex-partner such as a DVPO (Domestic Violence Public Order) or a ASB notice.

Overall, as a very new Police Constable, I feel that I handled the situation in a professional manner and catered my communication methods to each party involved. I feel the overall result had a positive outcome, as the ex-partner voluntarily moved away from the building, and the situation did not escalate any further. Although it would have been better if the woman had decided to make a formal complaint, I felt as though I handled her initial account of the situation in a manner that made her feel comfortable opening-up which allowed to gather all the necessary details.

This incident was a delicate situation, where I had to balance the agitated ex-partner, the alarmed and annoyed neighbours, and the distressed woman with her two young children. I had to make sure that my approach to each situation was assessed, professional and in line with the PACE Codes of Practice 1984, including what my powers and policies were at the time, how the situation was recorded on my body worn camera and importantly the treatment and questioning of all parties involved.

Word count – 1516

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:

For question three, I will explain how I played a significant role with a victim, what my responsibilities were, and what procedures I had to follow that are in line with the Codes of Practice. To also help understand how I approached and learnt from the incident, I will use the Gibbs Reflective Cycle 1988.

The Gibbs' framework "emphasises the importance of being able to generalise, to transfer knowledge and insights gained from one situation to another" (Williams *et al.* 2014).

I was called to a residential address regarding the sudden death of an individual. On arrival to the address the paramedics were already at the scene and had declared the individual deceased. The deceased was a middle-aged male, who lived at the residence with his long-time wife. At this time, I introduced myself and my colleague to the deceased's wife, who was clearly shocked and upset.

My colleague and I were guided into the residence by a paramedic who led us up the stairs and into a bedroom where the deceased male was lying on the floor. As this was the first time, I had attended a sudden death, the paramedic and my colleague checked the body over for any suspicious marks on his body, while I observed. There was nothing suspicious about the death and checking the body over must be completed by the paramedics and police.

We took the wife into our police car where I filled out a sudden death form on my phone. I also took some details from the paramedics to complete the sudden death form.

After the paramedics left, we spoke to the wife and explained to her that we would now arrange for the undertakers to take her husband's body away. I was keen to keep her updated on what was happening, what the process involved and what would happen next to allow her an opportunity to ask questions, raise any concerns and generally understand the delicate situation. She seemed content and so we called for the undertakers who were on duty.

Once the undertakers arrived, I showed them upstairs to where the body was. My colleague and I then moved the wife back into our police car while the undertakers moved her husband's body into their vehicle. After the undertakers left, we explained to the wife that our role was now complete.

During the visit to the home, it was very clear that the wife and husband were living as hoarders, as every room in the home was packed with rubbish and junk, to the point where it was hard to move inside. Because of the severity of the hoarding problem, I submitted a PPN (Public Protection Notice) which would alert the appropriate public services that the wife needed help regarding her hoarded home.

While attending the scene, I felt a sense of sympathy for the wife, as not only had she lost her husband very suddenly, but she was still in shock, and appeared very fragile. I felt I wanted to do my very best while not only acting in a professional manner but also acting with compassion.

While viewing the husband's body, I did not feel particularly upset or scared, but more upset for his wife who was now left to deal with the house situation. I did feel very upset about the living conditions of the home, as it was clear that the couple had been living in such bad conditions for some time.

Although the situation regarding the sudden death and the state of the home was upsetting, I did find it an interesting experience. I thought it was good to be a first line of communication for the wife, who appeared as though she did appreciate some guidance and help regarding her husband's death. I think the wife found it helpful having authoritative figures, explaining why we were at the home, (all police officers must attend sudden deaths) and what was going to happen next with her husband's body.

The wife appeared to me, a vulnerable person, as not only was the state of home so neglected, but it seemed as though her and her husband had been living a rather isolated life. It appeared she had no close family or friends, and nobody ever came around to visit. As I felt she was a vulnerable person, I decided it was in her best interest if I submitted a PPN (Public Protection Notice) which highlights our concerns, and the form is sent off to the relevant social services so the wife could receive help by getting her home back in a suitable order. In the PPN form, I highlighted her vulnerabilities which included losing her husband unexpectedly, the unhygienic and cluttered state of her home, and the fact that she appeared very isolated from the outside world. PPNs play an important part within Gwent police, as

they allow officers to use their discretion and highlight any concerns they may have about a vulnerable person. The PPN form allows other agencies to reach out to the vulnerable person and offer services and support that the police would not be able to.

As the wife was clearly upset and shocked that her husband had passed so suddenly, looking back at how I dealt with the situation, I could have been a little more comforting to the wife and not have been so afraid to be a little chattier with her, to keep her mind occupied. It was a slightly awkward and delicate situation where I did not know exactly what to say to the wife. I felt it was a balance of being professional yet not too firm and to show compassion and empathy. Now having experienced a sudden death, I now know I don't have to be afraid to be more supportive to the grieving party, even if that includes making small talk, holding their hand, or offering them a cup of tea.

Even though it was the first sudden death I attended, I felt that filling out the sudden death form on my phone could have gone smoother. The form was rather long and repetitive, and I kept having to ask the wife the same question repeatedly. Whilst typing on a small device is not always very quick or easy. What I would do next time is fill out the sudden death form on my laptop, and instead of asking the next of kin the same question repeatedly, I would copy and paste key information into another document so I can just paste it into repetitive questions. Completing the sudden death form on my laptop will make it easy to copy and paste repetitive text, and it will also be easier to read for myself and the next of kin who must read certain parts of the form.

One of the tough parts with dealing with this sudden death incident was how to react to the state of the home. Because the wife and husband were hoarders, the home was over-full of rubbish in every room. There was only a tiny, cleared path from the front door, into the house, up the stairs and into the bedroom. It did not appear that they could easily access their bathroom, kitchen, spare bedroom or living room. Because of the amount of clutter, the home was extremely dirty and unsanitary.

To me, this did not appear like a normal way to live. But to the wife, this was perceived as normal. She made some comments to myself and my colleague about the "slight mess" and that they were "moving house, hence why it's so messy". The wife was clearly used to the clutter and dirt but was also possibly embarrassed to have so many people in her home.

Although my natural response to such a situation would be negative, it was important for me to maintain control over any unconscious bias or prejudices, as this is expected of me as a Police Constable. Acting in a negative manner could have also made the wife feel more embarrassed and upset, and due to her highly emotional state, the situation could have escalated where she did not want us in her home. Throughout this sudden death incident, I feel as though I did follow Gwent Police's policies, specifically supporting victims and protecting the vulnerable. In this situation, this meant treating the wife with respect and sympathy whilst maintaining professionalism. And by informing other agencies of her vulnerable status and what support she would likely need due to the sudden passing of her husband and the state of her cluttered home.

I felt I followed the Code of Practice while dealing with this incident, which included selflessness, respect, integrity, and fairness. This was due to being selfless when supporting the wife and offering her all the support I could. Being respectful her husband's body, and the way in which he died and respectful of the wife and her hoarded home. Maintaining integrity during the situation which meant treating the wife as I would want to be treated and giving the situation my full attention. And finally, I felt I acted fairly when submitting the PPN notice regarding the wife's hoarding problem. Although the wife may not have agreed or wanted to have been reported to support services, I would not have felt comfortable with myself if I had not completed the PPN form.

Overall, the sudden death incident was emotionally draining and did test my biases and even my patience. However, the experience has taught me not to pre-judge any situation or person and provide the best support and care while not only acting professional but also to act with sympathy and respect.

Word count – 1613

Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

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

Give a brief description of the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Consider** the role of discretion in the decision-making process.

Explain your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

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

ANSWER:

In this task, I will describe the circumstances of an incident that I attended, what happened during this incident and what role I played. I will also reflect on how I used the National Decision Model (NDM) during the incident and how I used my discretion when making my decisions. Lastly, I will explain my responsibilities with regards to the provision of the CPIA and what impact my bias could have had during my decision-making process.

My colleague and myself were called to an incident that involved a 15-year-old girl, who was currently living at a care home. The 15-year-old girl was in the process of damaging items inside the care home while also attacking the care home staff.

On arrival to the incident, I ran into a field where three other officers and two care home workers were trying to restrain the 15-year-old girl. She was known to police regarding offences including criminal damage, Anti-social behaviour (ASB) and Common Assault. The girl was also known to be suffering with mental health issues due to her abusive upbringing.

In the field, I immediately turned on my Body Worn Video and helped the officers to restrain the girl, as she was threatening to harm and kill herself. We eventually calmed her down and managed to get her inside of the care home. However, her behaviour quickly escalated to the point where she tried to harm herself. I and two other

colleagues then had to restrain her using handcuffs and strap restraints. This was to mainly protect her from harming herself.

Eventually the 15-year-old girl was arrested for Criminal Damage and Common Assault and was then escorted into the police van and driven into custody. Once in custody, myself and my colleague had to watch over her on a two-to-one due to her threats to harm herself. She had become calm once in the custody cell, but then quickly become aggressive again and had to be restrained using handcuffs and leg straps again.

The 15-year-old girl was eventually released from the custody unit as the care home did not want to make a complaint regarding her charges. She was subsequently released back into the care of the care home.

This incident was very delicate given the girl's age and her mental instability; it was important that I regularly reviewed the NDM (National Decision Model) while also using my discretion throughout the process.

Firstly, before arriving at the scene, my colleague and I managed to obtain further details from the control room regarding the 15-year-old girl. By asking for further information, we learned that the girl had mental health issues and was prone to aggression and violence. It was also highlighted that the girl has a record of making false accusations regarding police and other social services, and so this information helped inform our subsequent actions and approach to the situation.

Because of the information provided, this meant that my colleague and myself turned on our Body Worn Cameras as soon as we arrived at the scene and did not turn them off until we arrived in the custody unit. Turning on our Body Worn Cameras ensured that all details of the incident were recorded for evidential value, but it also provided protection for myself and my colleague in case the 15-year-old girl made a false accusation.

The information provided by the control room also allowed my colleague and myself to mentally prepare ourselves for any physical and verbal abuse we may face from the 15-year-old girl and to be cautious of her.

When my colleague and I arrived on scene, I jumped out of the van and ran into the field where the girl and the three other officers and two care home workers were. Because of the girl's aggressive and erratic behaviour, I had to assess the situation very quickly on arrival and had to make a very quick risk-based decision to help my fellow officers by restraining the girl using our arms. Once the 15-year-old girl had calmed down, we brought her into the care home. However, she immediately ran into another room and tried to harm herself.

I had to again assess the threat and risks involved very quickly, and by doing so, I and along with two other officers, managed to stop the 15-year-old girl from harming herself and had to restrain her yet again. This time the girl was restrained by using handcuffs to the front and had her legs strapped using two sets of fast straps. Once the girl had calmed down, I then had to use my discretion and make the decision as to whether we remove the fast straps from her legs. I assessed the threats and

risks again, and by this point, the girl's medication had begun to work so she was calm, quiet and we knew she would remain sedated for a time. I decided that we could remove the two fast straps from the girl as she would no longer be a risk to us or herself. I could have made the decision to keep both leg straps on her, but because of her young age, and as she was compliant, I wanted to work with her and gain her trust. Because the 15-year-old girl had been physically harming herself, she needed to be removed from the care home until she had calmed down. However, at this point, as officers, we did not have the power to detain the girl under "The power of a constable under subsection (1) may be exercised where the mentally disordered person is at any place, other than—(a)any house, flat or room where that person, or any other person, is living..." (UK Public General Acts, 1983).

Therefore, we now had to consider our powers and policies. Because she was inside of her care home, which is classed as her residence, we could only arrest for the two offences, and could not detain her under Section 136 of the Mental Health Act. Arresting the girl was at the time our only option for keeping her safe and secure. However, because of the girl's age and her mental health, we made the decision to call the custody unit ahead of arrival to ensure that the girl would be booked into custody without any other suspects in the custody waiting area. We did not want the girl to be exposed to other people that could further frighten or escalate the situation, which ultimately proved to be an effective preventative risk reduction strategy.

When the girl was brought into custody and booked in, my colleague and I were assigned to watch her in her cell on a two-to-one. This was because she had been threatening to harm herself and she could not be trusted.

At this point, the girl's medication had begun to wear off, but she was chatty and non-threatening. I went back to the NDM and assessed the threat and risks and decided that it was safe for myself to speak to the girl in her cell. I continued to talk to her for approximately half an hour. I made sure to speak to the girl in a more approachable way so she would feel comfortable. This method worked very well, and she remained calm throughout.

However, shortly after the girl became agitated again and wanted to leave her custody cell. My colleague and I had to restrain her again. As she was very strong, we made the decision to call for the assistance of other officers. Initially I did not want to call for other officer's help as I thought it would be frightening for the girl, however, our safety was at risk and therefore we decided this was the safest and most pragmatic option.

When the girl eventually calmed down, she was released without being charged. After she had left, I made sure to note some information that she had disclosed to me while she was in her cell. The girl had disclosed that she was in a relationship with a much older man and that she might be pregnant. She also stated that the older man gives her gifts in exchange for sexual favours.

I made my colleague and the custody sergeant aware of this information as I felt it could be important for building a potential case against the man and safeguarding a victim. The information could have also been helpful in explaining the girl's behaviour and providing context to the incident. The grooming of vulnerable children is of serious concern and therefore I felt this information must be shared with senior members of

staff. I also made a point of recording this information on the girl's case file so it could be investigated further.

While reflecting on how I handled the situation, I became aware what the potential impact my bias could have had on my decision-making. For example, because the girl was acting aggressively and was very strong for her age, it could have been easy for me to keep her handcuffed and her legs strapped throughout the process. However, because the girl was only 15 years old, I had to consciously make that decision to remove her hand cuffs and leg straps once she had calmed down, even though we knew she might become aggressive again. We decided to do this once the girl was calm so not to traumatise or frighten her further. I also learnt that such behaviour is always likely the result of experienced trauma and/or psychologically damaging events. Learning about the girl's life events and the potential actions of a sexual perpetrator gave context and background to the incident and went some way to explain her behaviour. Whilst my unconscious bias could lead me to over-simplify her mental state, it is important to understand that such behaviour is as the result of a complex array of psychosocial factors.

Word count – 1646

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
I need to improve on my witness and victim statements, as it currently stands, my tutor has had to re-work my statements before they can be submitted. I need to be better prepared when it comes to writing these statements and have a clearer idea of what questions to ask the witness/victim and how to layout the statement.	To prepare my statement writing, I need to create some templates and notes that are easily accessible on my laptop. This means when I need to take a witness or victim statement, I have a clearer idea of what I need to write down and what I need to ask the witness/victim.	My tutor will be able to provide me with the support I need. I have already asked my tutor to look at my latest witness and victim statements and provide comments where necessary. I have also asked my tutor to provide me with example statements so I can look at how they have been structured.	I completed my first two witness and victim statements in the week commencing the 4 th of April 2022. I have given myself until the 23 rd of May 2022 which is when I will ask my tutor to review my latest statements. This timeline gives me enough time to draft a template and some notes but so provides me with enough time to attend a call where a statement will need to be taken.
My arrests need to be much more concise and clearer, especially when cautioning the suspect. I also need to be clear on how I will be handcuffing the suspect and will need to communicate this with my partner and the suspect.	I know my caution, but when arresting a suspect, I need to speak much more slowly and clearly when stating my caution and the necessities. Just so the suspect can clearly understand. I need to be quicker and more concise when	My tutor has already provided me with some advice which has included speaking more slowly when arresting and stating your caution. You can always caution before handcuffing if the suspect is compliant as it means you are not	My last arrest was Friday 22 nd April 2022, and this is the arrest where I handcuffed the suspect to the front instead of the rear. My aim is to achieve my goal of a clear caution and quick and rear arrest by 16 th May 2022. This timeline should

	handcuffing a suspect and always handcuff to the rear, not the front. My last handcuffing as to the front, not the rear and that was because of a lack of communication my colleague.	doing two things at once and can focus on getting the caution out correctly. And when handcuffing, my tutor stated that I should announce that I am going to handcuff the suspect to the rear, so it's clear for the suspect and my partner.	allow me to obtain a couple more arrests for practice.
I need to brush up on my knowledge of public order, as since being out on response, I have dealt with a couple of public order offences and at the time, I could not either remember which offence we could arrest for or what section some offences fall under. This included Breach of the Peace and Drunk and Disorderly.	I will be looking over my notes that I took during the first six months of classroom training, as well as looking over the PowerPoints provided by the University and the College of Policing. I will spend some time viewing the definitions and key points to prove with the Public Order offences.	I have already been asking my tutor about Public Order offences when we are out on calls. This has been helpful as when we have seen something out on response or have dealt with a situation, I have asked my tutor to confirm if this offence is e.g., Breach of the Peace and have highlighted key points to prove. My tutor has also provided me with some definitions I will review.	I will continue to review my notes all throughout my first 12 weeks with my tutor. I will give myself until the 27 th of June 2022 and will see how much more I have learnt on Public Order offences by asking my tutor to test me on some examples and see what sections I name can correctly, what the offence is and what the points to prove are.

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: Olivia Wilson (Learner - Electronic signature or type name)

Date: 17/05/2022