

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Problem Solving
- Evidence-Based Policing
- Maintaining Professional Standards
- Public Protection.

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

How should the workbook be presented?

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

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

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/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.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

Throughout my life, I have faced many stressful situations and in doing so I have had to establish coping strategies to manage the effects of stress. In this section, I am going to be discussing and analysing the coping strategies that I have adopted to develop resilience and minimise stress during the initial six months of learning and since becoming attested as a Police Constable. Through personal experience, I have discovered that there are various successful coping mechanisms that allow me to manage stress and minimise its effects.

On reflection, there have been many situations during my six months of training where stress has been immediate and I have instantly felt overwhelmed. Alongside this, there have been many times where stress has been not instant in its manifestation and it has escalated over a prolonged period. There are many consequences associated with stress and it is paramount to endeavour to keep levels to an absolute minimum and also maintain these levels. It is stated that too much stress can cause negative effects, and it can leave us in a permanent state of fight or flight, which then leads to feeling overwhelmed and unable to cope. Alongside this, in the long term, this can affect our physical and mental health (Mental Health Foundation, 2021). On a personal note, I have experienced elevated levels of stress and there have been many times where I have felt overwhelmed. It is of prime importance to ensure stress is managed correctly and is not allowed to become escalated to the point where it affects your day-to-day life. I have utilised many different strategies to help me manage and combat stress. Firstly, a strategy I would like to discuss is diet and food consumption. I have discovered that there are many positives to maintaining a healthy and balanced diet and ensuring the correct intake of daily vitamins and nutrients. In my experience, I have established that when I have days that I eat healthily, ensure I have breakfast before work and have a satisfactory water intake then I feel more productive and able to concentrate more on work and my studies. I believe that this is mainly due to

my mental attitude and the feeling that if my diet is well managed then I feel more equipped and motivated to further my learning. Alongside this, I feel that I have a much more positive outlook knowing that I am fuelling myself with a healthy and balanced diet. Sutter Health states “A healthy, well-balanced diet can help us think clearly and feel more alert. It can also improve concentration and attention span” (Sutter Health, 2021).

In addition to this, another strategy I have used to minimise stress is exercise. It is stated that exercise is key for good mental health and that it helps relax, calm and counter depression. Exercise has this effect by reducing stress hormones, such as adrenaline and cortisol. Alongside this, exercise stimulates the production of endorphins and chemicals in the brain that is responsible for reducing pain and elevating mood (Harvard Medical School, 2020). From experience, I have found that the above findings are indeed true and exercise does all of these things. For myself, I find going for a simple run after a long day at work has so many positive effects and allows me to switch off from work and distract myself from any particular stressful situations of the day. There are various different ways to participate in exercise, and therefore it is very easy to ensure it is always enjoyable and something that I look forward to. In particular, I have discovered that attending the gym by myself and switching off to the outside world by listening to music is amazing for reducing stress. Through experience, I have found that the more I complete the same routine of going to work and then for a run or to the gym for a sole workout then this does become quite repetitive. Therefore, I believe it is important to change my routine and the type of exercises that I participate in. I am very lucky to have quite a big friendship group who all similarly enjoy participating in exercise. Throughout the past year, my friends and I will hire a 3G pitch and play a few games of football each week. I have found that this has the same benefit of releasing stress as going to the gym or for a run, although it does so in a slightly different way. Whilst participating in a team sport with my friends I feel that I am experiencing the positive effects of socialisation. This allows me to catch up with my friends and enjoy each other's company, all while still ensuring we are keeping our bodies and minds healthy and active.

Furthermore, exercise is not the only way to reduce stress. I have also participated in other activities such as social events with my friends. Some days where I have had a particularly long and difficult shift I feel that I have worked extremely hard and as a consequence, my body and my mind are exhausted. Specifically, on these days it is very wearing to find the motivation I need to exercise. Therefore, I have found that on these days there are other activities that I can do to help reduce and manage stress. Through my experience I have

also discovered that it does not necessarily need to be a physical activity, it can be something as simple as meeting up with friends for a conversation and chance to catch up on each other's busy lives. There are obviously work-related information that I cannot discuss with my friends as they are not part of South Wales Police, however, I have found that if there is a particular problem or I have done something wrong in a role-play scenario then I can discuss to gauge their thought and opinions. Also, this further helps as I am reflecting on my actions, obtaining a second opinion on the incident helps me learn and improve myself as a person and as a Police Constable. Dr Jonathan Leach states that social connections can have a huge impact on our mental well-being and our ability to survive major challenges (The Open University, 2019). I have found this to indeed be true, as there have been various occasions throughout my training where I have struggled with managing the high workload and I feel that this has overwhelmed me and taken my focus off my mental health. When I felt like this I arranged to meet up with my friends, even if it was for a game of football or to talk about my problems, they would often help to encourage me and offer solutions on how to manage my workload and organise my revision.

Moreover, all of these strategies I use to minimise stress play a massive part in my life, but I believe the most paramount strategy is balancing work and social life. Some deadlines were set in my initial six months of training, and these are deadlines in which I had to prepare myself. Due to the large amount of information that was taught to us, it was going to require a lot of time and effort to ensure I understood all the information needed. The information that was passed to us was a mixture of legislation and case studies. I had to make sure I memorised every piece of legislation accurately. During this time, to avoid stress and the feeling of being overwhelmed, I decided to create a timetable for myself. I found that this played a pinnacle role in me passing my exams as it gave me set times in which I could revise and then times to relax and socialise. I struggle to focus and revise for long periods, so I ensure my allocated periods for revision were short but frequent. In the initial six months of training, there have been various occasions where I have struggled during role-plays or learning the legislation. In particular with role plays there have been times where I have felt out of my depth with a situation and have not known how to deal with the scenario. I found that this affected my confidence as I felt incompetent and incapable. Although, I learnt early on that this was not the right mind-set to have when this happened and that I needed to change. I decided to reflect more on the situation, and evaluate the actions that were positive rather than focus on the negatives. Alongside this, it was paramount to focus on what I needed to improve on. I decided to listen and take on board everything my trainers provided

me during feedback. Even if I thought that the situation went well I still took on everything that they had to say, which allowed me to obtain an insight into how my trainers would have approached the scenario themselves. If the scenario did not go well, then it was paramount that I would listen to all the balance feedback that my trainers had to offer.

In reflection of the six months of initial training, I have learnt that in order to minimise and develop resilience against stress it is paramount to maintain organisation and start assignments or revision as early as possible. Also, I believe creating and maintaining a fine balance between work and social life is key to ensuring one does not become overwhelmed and stressed with the heavy workload. Taking time to focus on my health through exercise and a balanced diet allows me to maintain focus and ensure I work at an optimum level allowing me the best possibility to meet deadlines whilst keeping my stress levels to a minimum.

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Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

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

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Reflect on your application of the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including a **critical evaluation** of any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Within this section, I will critically analyse a situation that I attended as a Police Constable where I dealt with conflict and I have used my skills to deal with the situation effectively. During my probation period as a Police Constable, I have had to attend multiple calls where I have applied a range of fundamental skills to manage conflict. Conflict is "an active disagreement between people with opposing opinions or principles." (Cambridge Dictionary, 2021). I have ensured that the situation that I have chosen shows a wide range of skills that I have adopted to manage conflict. I will discuss the National Decision Model (NDM) and how I utilised the model to manage the situation. Alongside this, I am going to use Gibbs' Reflective Cycle to reflect on this incident. Gibbs' reflective cycle is a framework for examining experiences (The University of Edinburgh, 2020). The cycle is made up of six stages, they are;

- 1- Description of the experience

- 2- Feelings and thoughts
- 3- Evaluation
- 4- Analysis
- 5- Conclusion
- 6- Action plan

The first stage is a description of the experience. The situation was a domestic incident that involved two parties. I was working a night shift and it was approximately 23:30 hours. My colleague and I attended the address where there was a report of an ongoing domestic incident. When we arrived there was a female who answered the door and allowed us inside the address. As we entered the address I noticed that there was a male and a female sitting on the sofa. The room appeared to be in a chaotic state, with untidiness, alcohol over the floor, empty cans scattered and smashed ornaments on the floor, therefore, it was evident that some sort of event had taken place. My initial thought process was to separate both parties, which would allow my colleague and I to gather separate accounts from each party to establish what had occurred. I decided to take the male into the kitchen whilst my colleague could talk to the female in the living room.

When speaking to the male in the kitchen it was clear to me that he was intoxicated as he portrayed many signs of being under the influence. The male was slurring his words, had glazed eyes and there was an overwhelming smell of alcohol on his breath. As soon as I realised that the male was indeed intoxicated, I decided to change my communication and use language that was simple and easy to understand to ensure the male could understand each question put to him. This particular change in my communication was effective when questioning the male as he disclosed that he and the female in the living room had a verbal argument earlier in the evening. Also, he further stated that the initial argument escalated which led to various items around the house getting thrown and damaged. I questioned the male regarding whether any assault had taken place, and the male stated that nothing else happened, other than a verbal argument and household ornaments being thrown and damaged. At this point I felt I was satisfied with the account that the male had provided me, therefore, I asked the male to remain in the kitchen whilst I spoke to my colleague to discuss the account she had gathered from the female. After conversing with my colleague the female had given a similar account, stating that the two had just had a verbal argument.

It was at this point that I knew I had to make a decision and based on South Wales Police's approach to domestic incidents, there was some form of positive action that needed to take place. I decided that the situation needed to be defused and prevented from starting again. I returned to the kitchen and I explained to the male that due to the nature of the incident that had happened earlier then there was a need for positive action to take place, therefore, I asked the male if there was anywhere that we could take him to stay for the night. Although, this was not a feasible solution as the male stated that he had no fixed abode or anywhere else he could stay for the night. I explained the circumstance to my colleague and we decided between us to speak to the female as the address was not her abode either. I spoke with the female and explained the situation as I had already done with the male and used my negotiating skills to explain to the female that leaving the property would be the best scenario for both parties. The female reported that she had a few friends living in the area that she could stay with for the night. Throughout this discussion, the female was calm and was being very compliant with my colleague and I. Following this, I requested that the female collected her belongings and we would then take her to a friends house. Unfortunately, it was at this point that I noticed a change in the female's behaviour. The female became aggressive and less compliant, and also started raising her voice to officers. I ensured to remain calm with the female and kindly requested that she calmed down. Although, the female did not calm down and she started to become irate. At this point, I decided I needed to change my approach so I used the National Decision Model (NDM), and through using this I decided to use tactical communication and used an authoritative tone of voice. The NDM is a decision-making model that is used to assist officers to make the correct decision (College of Policing, 2014). The model has six key elements and at the core of the model lies the code of ethics. At every stage of the model, it is paramount that you adhere to the code of ethics. The six key elements are;

- 1- Gathering Information and Intelligence.
- 2- Assess the Threat and Risk and Develop a Working Strategy.
- 3- Consider Powers and Policy.
- 4- Identify Options and Contingencies.
- 5- Take Action and Review.
- 6- Code of Ethics.

The NDM is a tool that can be used as frequently as required by the user. For example, if someone utilises the NDM and the outcome is not what they desired, then the NDM can be adopted as many times as required to reach the desired outcome.

Furthermore, after adopting the NDM I decided that instead of speaking calmly to the female and using simple language I changed my tone of voice. When speaking to the female I made my instructions very clear and stated that she needed to comply and listen to my colleague and I. Unfortunately, this approach was not successful as the female did not calm down. Instead, the situation escalated and the female started to become aggressive towards me. This outcome was not what I desired and in fact, it made the situation worse. I decided to utilise the NDM again where I decided to change my approach to the situation again. On reflection of my previous attempt where I used tactical communication skills and the fact that despite all our efforts the female had still not left the address and continued to be aggressive, I decided that at this point the next reasonable step would be to arrest the female for the offence of breach of the peace. The female was then escorted to custody where her detention was successfully authorised.

I am going to continue using Gibbs' Reflective Cycle to reflect on this incident. The second stage of the cycle is regarding my feelings and thoughts towards the incident. Overall, it was an eye-opening experience for me and my feelings and thoughts varied throughout. Upon reflection, I felt uncomfortable applying force on the female. This was the first time that I have had to apply force on someone based on their behaviour towards me. Although I had exhausted a range of multiple tactical communication options and none were effective, I decided that the next option was to apply force. I understood that I had power under Section 117 of the Police and Criminal Evidence Act 1984 (PACE), which allows for the use of necessary power to be used to carry out an action that is covered by legislation under PACE. The force used was justifiable as I had previously exhausted all other options, and the female had no injuries and I did not hurt the female. I also ensured that I had my body camera turned on and the whole incident was recorded, this is to protect my colleague and I and to record the accuracy of the incident. The level of force that I applied was minimal, and it was used to protect my colleague that was present and I.

Furthermore, I feel positive regarding the overall outcome of the incident. I made a decision that I am able to justify my actions for, and the female was safely detained. After the incident, I reflected on the situation and discussed my actions and the outcome with my tutor and we discussed what had happened. My tutor praised me and stated that I had made a logical decision and I took positive action by arresting the female and

removing her from the situation. My tutor also reported that they were impressed with my handling of the situation as it demonstrated that I was able to make quick decisions under pressure to prevent the situation from escalating.

The next stage of the reflective cycle is evaluation. In this stage, I will be evaluating the whole incident and looking at the positives and the negatives of my handling of the situation. Upon reflection, I believe the incident had a positive outcome. I managed to detain the person and escort them to custody where their detention was successfully authorised. Another positive was that although I used force, the detained person did not suffer any injuries as a result. I ensured to keep the force at an appropriate level which was justifiable to the specifics of the situation that was ongoing as I am aware that I must be able to justify my use of force. After reflecting on the incident there are a few ways in which I would have changed my approach to the situation. Although I had given the female multiple opportunities to leave the address I believe I could have attempted to continue to use my negotiating skills to spend more time trying to convince the female to leave. However, after I debriefed the incident with my Sergeant they stated my force was justified and that I made the right decision to arrest the female so even if I had spent longer trying to convince the female then this may still have resulted in the same outcome. Concerning the incident, I believe that when I initially applied the NDM to the incident, the decision to use tactical communication and an authoritative tone of voice with the female actually had a negative effect and escalated the situation. Although in some circumstances using an authoritative tone will cause people to listen and respect your instructions, it can however have the opposite effect as some people may perceive sounding authoritative as being rude or condescending.

Moreover, the next stage of Gibbs' reflective cycle is analysis, this consists of analysing why certain actions had a positive outcome whilst also analysing why certain actions outcomes were not as positive and could have been improved. When analysing the incident as a whole, I believe it had a positive outcome. In essence, I believe that this was due to me utilising my training and remaining calm and composed throughout the situation. I ensured to follow the framework of Betari's Box when dealing with this incident, which is a personal safety manual used to assist with conflict management (College of Policing, 2021). The model highlights that when dealing with situations I have to be aware of my attitude and my behaviour. For example, the model suggests that my attitude affects the behaviour that I display, and as a result of this, my behaviour affects the attitude of the person in question which then affects the behaviour that they display. With this in mind, I

ensured I empathised with both parties involved as I understood that people deserve respect and this will help ensure a good rapport throughout the situation, however, I also remained to be authoritative in my approach as I knew that I had a level of responsibility as a Police Constable to take positive action under SWP policy. Although, based on the attitude and behaviour that the woman displayed I had to alter my approach and be more authoritative in my tactical communication. This resulted in the woman becoming aggressive and I then had to utilise the NDM further to then make the decision to use justifiable force.

The fifth stage of Gibbs' reflective cycle is the conclusion. Personally, I have learnt a lot from the incident, as I have not experienced a situation where I have had to deal with a high level of conflict previously. Although I have been involved in situations with conflict in my past vocations, I had not experienced conflict as a Police Constable until this incident occurred. I believe that the situation has allowed me to develop my decision-making skills and ensure I can make quick and effective decisions under pressure. This incident occurred early on in my probation as a Police Constable and it was one of the first times that I had to use the NDM in a high-pressure situation. I had to make a quick and effective decision in a hostile and potentially vulnerable environment where the female in question refused to listen to my instructions. This incident has given me confidence in my abilities to deal with conflict in incidents in the future. Also, this was a positive experience for my personal development as I had to apply handcuffs and also remember to verbalise the caution and provide the necessity for the arrest. Being able to correctly handcuff and arrest the detainee as per my training under pressure allowed me to prove that I can successfully fulfil these competencies. Lastly, I learned that everyone handles situations differently. After debriefing the incident with my Sergeant, they stated that they would have arrested the female earlier on. My Sergeant stated to me that everyone's decision making is different and as long as the outcome is effective and positive then there can be various ways in which people achieve the desired outcome.

The final stage is known as the 'Action plan'. In this stage, I will discuss what I would have done differently if a similar situation occurs. Upon reflection, I would have changed my approach to the incident in a few ways. After using the NDM I decided to raise my level of voice and use a more authoritative tone, hoping that the female would respond to this and begin to comply, but in fact, it made the situation worse. I believe that the female started to become aggressive as a result of my use of tactical communication. If I was to repeat the

situation I would preserve and attempt to reason with the female by using negotiating skills. I believe that this could have prevented the escalation of the situation and possibly resulted in no offence taking place.

Although, if it was found that after attempting to persuade the female to leave and this was not successful then I would then have attempted to use more tactical communication and an authoritative tone of voice. After discussing the situation with my Sergeant and my tutor, I was told that I handled the situation professionally and that I took reasonable steps to deal with the aggressive female. I decided to arrest the female as I believed that I needed to take positive action based on the female becoming aggressive. If another situation was to occur where the person became aggressive to my colleague or I then I would take the same positive action and arrest the person for my safety. I understand that there are various ways to handle a situation as a police officer and the actions taken are based on the Police Officers training and personal decision making at the time of the incident, however, I understand that they may all still achieve the most desired outcome.

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Task 3

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

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

Critically assess a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

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

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

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Within this section, I will be discussing an incident in which I had a fundamental role in supporting a victim/witness through the criminal justice process. A victim is defined as 'a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by criminal conduct' (Dwyer, 2021). A witness is defined as 'a witness to an event such as an accident or crime is a person who saw it' (Collins Dictionary, 2021).

In order to reflect on the incident, I will utilise Borton's Reflective Model during this section. Borton's model is split into three sections, the first section is 'What?' (McClean, 2019). In this part of the model, the incident and the decisions and actions I took will be discussed. The next part of the model is 'So what?', in this section, I will discuss why certain events happened and provide my rationale and thought process behind making certain decisions. The final part of the model is 'Now what?', in this section, I will reflect and discuss what I

have learnt from the situation and I will also reflect on how and why I would change my approach if I was in a similar situation.

Firstly, using Borton's Reflective Model I ask myself 'What?'. Being a Police Constable it is commonplace to be involved in circumstances where a victim will need support and this indeed is true for me, as during my probation, I have attended many incidents where I have had to support a victim. In particular, on reflection of my six months probation, there is one incident that comes to the forefront as I believe it played a huge role in my learning and the development of my character. I was working an afternoon shift and it was approximately 21:00 hours, a phone call came in stating that a female had been assaulted by her partner. My colleague and I were preparing to leave the station and attend the address of the female. During the preparation stage, it is paramount to carry out particular checks. One of these checks is NICHE and Police National Computer (PNC). NICHE is a system that is utilised by the police as it is where all evidence and information linked to cases and police investigations are stored. The system will allow an officer to search for the person in question and view any previous incidents they have been involved with, and NICHE will also show warning markers on people or certain addresses. It is of utmost importance to check these before attending as it allows you to be fully informed of the history of the person in question and prepare correctly before attending a scene.

My colleague and I attended the address on a grade one call. As I made my way to the door I made sure to turn on my body-worn video (BWV) to ensure the incident was fully recorded for accuracy and also for my colleague and I's safety. I proceeded to make our presence known at the property and knocked on the door. A female answered the door and the appearance of this woman is an image that I am unable to forget. The female had extensive cuts to her head and she also had bruising on the right side of her face. The female was inconsolable and appeared to be extremely anxious. I asked the female whether we could come inside the property and talk to her in the living room, so she agreed to let us in and we sat down.

My initial attention was the female's health. I was very concerned regarding the female's extensive injuries and I wanted her to receive medical treatment as soon as possible. I asked the female if she required an ambulance, and she stated she was fine and did not require any medical attention. I explained to the female that she may feel fine and may not wish to be seen by medical professionals, however, I made it clear that

she had extensive cuts on her head and could be in a state of shock at the moment so I recommended that she gets seen by a medical professional just in case. The female agreed and I stated that we will take her to the hospital so she feels safe being with officers. The female disclosed to me that this is not the first time that her partner has assaulted her. The female stated that her partner liked to be in control of her and their relationship and that when he begins to drink alcohol his controlling behaviour intensifies and he starts to become aggressive. I was aware that the female was emotionally upset and fearful as she was struggling to discuss the assault and she was inconsolable. The female stated that she has never phoned the police previously as she was petrified that it would make the situation worse and she feared that it could result in her getting seriously injured.

I continued to explain to the female that she is not alone and that many other people are in a similar situation to her. I encouraged her that she has made the correct decision in phoning the police and there are many things that we can do on our end to safeguard her and ensure that this does not happen again. The only concern that I had was that the female would back out and withdraw her allegation due to fear of her partner. I made it clear to the female that if she assists the police in their investigation then we can help her. I could tell that the female was hesitant to trust us and that she was scared to follow through with her complaint. I endeavoured to convince the female that she was now safe and that we were going to do everything that we could to help her. Eventually, the female began to trust and open up to us, and she started to provide a full and thorough account of her partner's actions during the evening.

Moreover, the next issue that I faced was that the female was extremely paranoid about having to attend court and provide evidence. This was a considerable difficulty that I faced as it was paramount that the female would attend court to give evidence. The female was scared to face the male and worried he would try to intimidate her as she was providing evidence. I was aware that it was paramount that the female attended court and provided her evidence in order to achieve the best chances of a conviction. I knew that if the female was not willing to attend court then it could seriously hinder the investigation. I explained to the female that it is very important that she attends court and that there are measures that we can put in place to assist the female through the court process. I discussed the special measures that we could put in place ie; providing evidence behind a screen or via video link and how these would ease her anxiety regarding giving evidence in

court. After a lengthy discussion, the female agreed that she would go to court and she signed the care and consent form.

The female eventually attended court to provide her evidence and based on the special measures that were implemented and as the female did not want to be in the same room as the perpetrator she was happy to be in another room and provide this evidence via a live video link. This was the ideal outcome for all parties involved as the female was able to give her evidence effectively and under less pressure and it also assists the police investigation.

Furthermore, the next section of the reflective model is 'So what?'. Throughout the incident, I was responsible for many actions that I believe were paramount in the outcome of the case. Due to the nature of the female's behaviour; appearing fearful, crying and the information that she disclosed to officers, it became clear to me that the female was vulnerable. A person is classed as a vulnerable adult if the person is eighteen years or older who is or may need services because of mental, physical or learning disability, age or illness and is or may be unable to take care of themselves or unable to protect them from significant harm or exploitation (National Crime Agency, 2016). It was clear to me that the female was a vulnerable adult when she stated to me that she was trapped and that she was scared to leave her partner because of the potential repercussions.

As the female was vulnerable my approach to the female was to encourage her that the police are able to assist in making her experience less stressful, in particular the ability to put 'Special Measures' in place. Legislation under the Youth Justice and Criminal Evidence Act 1999 first introduced a range of measures that can be used to assist the gathering and giving of evidence from vulnerable and intimidated witnesses (Crown Prosecution Service, 2021). Numerous special measures can be used to assist vulnerable or intimidated witnesses provide their best evidence, and for example one of these measures is a screen. This is used as a protective barrier that protects the witness and allows them to not see the defendant and vice versa. Another special measure that is utilised is the live video link, where the witness can provide their evidence via a video link from another location. After I explained these special measures to the female it then encouraged her to give evidence via a live video link and fully assist police in their investigation, which she has never done before because she was too scared by the process.

Alongside this, the female also stated that when her partner becomes aware that she has made a statement to the police then she fears that he will attack her again. My approach to this was to explain to the female that based on the information that she has provided officers with, then we can take positive action. I explained the positive action we would take, which would be for the male to be arrested and if she assisted police with her statement and agrees to court then it would then allow for the male to be charged with the offences he has committed. Alongside this, I also explained the Victim Personal Statement (VPS) to the female and the importance it plays. The VPS is a statement that people can make to the police and it allows the victim to describe in their own words the impact of the crime and how it has made them feel. It helps criminal justice agencies gain an understanding of the impact the incident has had on the victim and can also be put towards the offender so that they can hear the implications of their actions (Crown Prosecution Service, No Date).

Upon reflection, I made the very important decision to carry out NICHE and PNC checks on the address and all people at the address. This is paramount as it would identify any warning markers that were on the address or of any people attached to the address. This would then allow my colleague and I to prepare for the situation, for instance, if there was a male with violent warning markers attached, then it would be paramount to ensure an officer attends with a taser just in case a violent situation occurred. Upon completion of the checks, it was found that the female had warnings for being a victim of domestic abuse. This allowed for my colleague and I to prepare effectively and to be aware that we were attending a scene where a vulnerable adult would be present. Concerning this, I ensured to turn my BWV on. When attending domestic-related calls, it is paramount to turn BWV on, to protect yourself as officers and also it is used to gather evidence to ensure the accuracy of the case and that it can also be played in court. Officers will turn on their BWV at the start of an incident, and it can be kept on for the points I have previously mentioned. As soon as it is no longer 'proportionate or necessary' to have the BWV recording officers will then turn it off (Metropolitan Police, 2021). During this incident my BWV was kept on the entire time until I left the address, this was because the female was disclosing relevant information regarding the domestic abuse she had suffered and it was important I captured it all for evidence.

The final section of Borton's Reflective Model is 'Now what?', in this section, I will reflect and discuss what I have learnt from the situation and how I would change my approach if I was in a similar situation. Overall, I

believe that this situation had a positive outcome. The female was originally very anxious and hesitant to report her partner to the police, however, in the end, she attended court and there was a positive outcome as the defendant was convicted. My desired outcome for when I initially attended was for the female to report the domestic abuse and to have justice, so I was extremely happy to discover that the outcome of the case entailed the female attending court and the defendant being successful convicted. Personally, this was a monumental learning experience as it was the first time I have played such a pinnacle role in assisting a victim in reporting their abuse. When the call first came in I was quite nervous as I knew that it was a serious matter and there was a lot of pressure on me as the first responder to gather as much evidence. Alongside this, I also had to attempt to convince the female that attending court was paramount if the case was to have a successful conviction. On reflection, I found it difficult to convince the female to attend court, although after explaining the special measures then the female agreed to attend court.

I believe the female provided a very thorough and precise account mainly due to my approach to her during the discussion. I believe I had a good rapport with the female and consistently reassured her that she was safe and able to trust my colleague and I. Also, I believe that the way in which I spoke and addressed the female played a very important role in her trusting and disclosing the information we required for the investigation. Even though I am currently on my probation phase as a Police Constable I have realised early on how essential it is to use your voice effectively and precisely in certain situations. The University of San Diego states "many of the top officers and professionals in law enforcement have cited effective communication skills as a key ingredient to their success. That's because the most successful law enforcement leaders understand how to communicate with people from diverse backgrounds under varying and often unpredictable conditions" (University of San Diego, 2021). I believe that due to the empathy and patience I showed towards the female allowed me to gain a thorough description of the assault and evidence of previous abusive behaviour the victims were subjected to. Alongside this, I remained calm throughout the situation and that helped me convince the female to trust us and convince her to go to court. I believe that if I did not take this calm approach I would not have achieved the desired outcome that I wanted.

On reflection of the incident, I have gained so much in terms of self-development and gaining experience. The situation allowed me to explain the full court process to the female which allowed me to reaffirm my knowledge of the criminal justice system and the court process. Also, this is a great example of how special

measures can be implemented to assist a vulnerable person to provide evidence in court. Alongside this, the incident highlighted to me that it is paramount to keep the victim at the heart of the investigation. Ensuring that I gave my undivided attention to the female while showing empathy and allowing her to provide her full description of events allowed me to gather all the evidence that I required.

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Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

During this section, I will discuss an incident where I played a significant role with an offender. I am going to explain how using the National Decision Model (NDM) assisted me in making the decision that was required in the situation. The NDM is a decision-making model that is used to assist officers to make the correct decision (College of Policing, 2014). It is a model that has six key elements and at the middle of the model lies the code of ethics. At every stage of the model, it is paramount that you adhere to the code of ethics. The six key elements are:

- 1- Gathering Information and Intelligence
- 2- Assess the Threat and Risk and Develop a Working Strategy.
- 3- Consider Powers and Policy
- 4- Identify Options and Contingencies
- 5- Take Action and Review
- 6- Code of Ethics

The NDM is a tool that can be used as many times as required. The NDM is a tool that can be used as frequently as required by the user. For example, if someone utilises the NDM and the outcome is not what they desired, then the NDM can be adopted as many times as required to reach the desired outcome.

Alongside this, I am going to use Gibbs' Reflective Cycle to reflect on this incident and explain my rationale behind the decisions I made, and I will also be discussing positives and negatives from the incident. Gibbs' reflective cycle is a framework for examining experiences (The University of Edinburgh, 2020). The cycle is made up of six stages, they are;

- 1- Description of the experience
- 2- Feelings and thoughts
- 3- Evaluation
- 4- Analysis
- 5- Conclusion
- 6- Action plan

The first part of the reflective cycle is a description of the experience. During my probation, I attended an incident where I was required to make a decision that would play a significant role with an offender. I was conducting a foot patrol in the town centre with my colleague, and a call came over the radio stating that Police Community Support Officers (PCSO) required the assistance of Police Constables at one of the local shops in the town centre. My colleague and I made our way to the location. The information that was passed over the radio was that a male had been detained by shop security, stating that he had stolen something. Over the radio, it was also reported that the male had identified himself to the PCSO's. I decided to carry out a NICHE and a Police National Computer (PNC) check. Over the radio, it was stated that the male was not previously known to the police and had no previous convictions and there were no warning markers.

Furthermore, my colleague and I arrived at the shop to see the male in discussion with the PCSO's. On my initial impressions of the male, I was aware that he was portraying a very nervous character and he was unable to keep still as he was constantly fidgeting. At this point, I used the NDM to formulate a decision. I decided that I was going to search the male for any items that were stolen from the shop. I was aware that the male was in a public place and I suspected that the male had stolen items from the shop. Based on this, I was covered by Section 1 of the Police and Criminal Evidence Act 1984 (PACE). Before I started speaking to male

I made sure to turn my BWV on, as they are required by legislation to be switched on for all searches. I stated to the male that he was detained for a search using the legislative power under Section 1 PACE 1984, and I took the male around the side of the shop to conduct the search.

Whilst I was searching the male I found two bars of chocolate on his person, the male had other items in his possession but the chocolate bars were the only items that he could not account for. A couple of moments later the male then admitted to me that he had stolen the items. The male became very apologetic regarding his behaviour and was visibly upset that he had been caught thieving. I genuinely believed that the male was sorry as seemed very genuine and embarrassed that he had committed an offence. I decided to carry out a NICHE check on the male again to check if he had any previous offences for shoplifting and it came back negative. At this point, I applied the NDM again and I came to the decision that I could pursue a restorative justice outcome for this incident. The Restorative Justice Council state that 'restorative justice brings those harmed by crime or conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. This is part of a wider field called restorative practice' (Restorative Justice Council, 2016). I came to this decision based on a couple of reasons. After carrying out a NICHE check on the male I identified that the male had no previous convictions. Alongside this, I was aware that the male was sixteen years old, therefore, based on this information I decided that the restorative justice approach was appropriate.

In order for this process to work, the victim must agree to the restorative justice approach. I spoke to the manager of the store, and due to the low monetary value of the offence, ie; two chocolate bars, they agreed with accepting this approach. I explained the process and how it works, and the manager signed a pocket notebook entry stating they agreed with the outcome. I then discussed the following approach to the male and explained the process to him. However, I was faced with a predicament, and this was due to the male being under eighteen years old, therefore I was aware that I needed an appropriate adult to facilitate the process. After explaining this to the male he agreed to phone his mother and she arrived shortly after. I also explained to the male that he is lucky that the victim was willing to go down this approach and to use this as a valuable learning experience. The male then signed a pocket notebook entry stating that he agrees to the process. The male then verbally apologised to the manager of the store, the manager accepted the apology and then the male was taken home by his mother. The mother was initially quite hostile towards my colleagues as she was confused at what had happened, however, I explained the process and why a search was conducted on her

son and the reasons why it was necessary but she still did not agree and she said she was going to make a complaint.

Moreover, the next stage of Gibbs' Reflective Cycle is regarding my thoughts and feelings towards the incident. Upon reflection, I thought the incident was dealt with appropriately. This was the first time that I used restorative justice as a form of disposal for an incident and I thought it went well had had a positive outcome for both parties. I ensured I explained the process to the victim thoroughly so they were fully aware of the entire process and the reasons why this approach was being undertaken. Alongside this, I made sure to explain the other options that were available to them such as making a statement and looking to charge the male with the offence. After describing and fully explaining the options the shop manager decided the restorative justice approach was indeed the most suitable outcome for the incident, and I was glad that the restorative justice approach was taken as I believe it was fully justified and most appropriate. Taking into consideration the male's age and the fact that this was his first offence and involvement with the police, I believe that this approach was the most appropriate outcome as it allows the male to learn from his mistakes without becoming criminalised. Also, I believe the male in question also agreed with this outcome and was thankful that he was not facing further prosecution.

Continuing the use of Gibbs' reflective cycle, the next stage is an evaluation. I will be evaluating the whole incident and looking at the positives and the negatives of my handling of the situation. I remembered to activate my body-worn video before the search which is required when conducting a search. The reason for this is that as police officers, we adhere to the code of ethics. The code of ethics is at the heart of the national decision model, and also the code of ethics is the core principle of everything we do as officers. There are nine ethics that make up the code of ethics, they are; Accountability, Fairness, Honesty, Integrity, Leadership, Objectivity, Openness, Respect and Selflessness. One of the ethics is 'Openness', and this is why I activated my body-worn video. As police officers, we are open and transparent in everything we do. Alongside this, it also protects police officers against false allegations that can be made, and it protects those who are being searched as all evidence recorded via body-worn video is uploaded to a secure website.

On reflection of the incident, and based on the information that I had received and that the security guard had identified the male as the person who had potentially stolen items from the shop, I had sufficient grounds to conduct a search. According to Section 1 of the Police and Criminal Evidence Act 1984, it states that a

constable may “search a person in any place to which at the time when he proposes to exercise the power the public or any section of the public has access, on payment or otherwise, as of right or by virtue of express or implied permission” (Legislation.gov.uk, 2021). Based on this information, I knew that the male had to be searched in a public place. I decided to take the male around the side of the shop, where I was still in a public place yet this allowed some privacy for the male while I conducted the search as quite a big crowd had begun to gather around the shop entrance. Upon evaluation, I remembered to activate my body-worn video before the search. I made sure that my body-worn video captured me explaining the circumstances and I ensured that it captured the 'GOWISELY' procedure which covers everything that needs to be explained before a search. I am also aware that it is policy to activate my body-worn video when searching and I am aware of the importance of this.

Additionally to this, the next stage of Gibbs' reflective cycle is analysis, this consists of analysing why certain actions had a positive outcome whilst also analysing why certain actions outcomes were not as positive and could have been improved. Upon reflection, I believe that I could have contacted the mother of the male before I conducted the search. I believe that having the mother present when conducting a search shows transparency and openness which are two of the standards of professional behaviour that officers must adhere to. I also believe that the mother would have appreciated being present when the search was being conducted. The mother was confused and she did not understand what had happened. Even though I explained to her why her son was searched she still did not understand. I believe that if I had contacted the mother earlier on in the incident and explained to her the circumstances and the information that we had received, then she would have understood. Although, I am aware that legally I did not have to contact the male's mother as I was still able to search him as I was covered by Section 1 of the Police and Criminal Evidence Act 1984 (PACE) and also I knew that my body-worn video had recorded the whole incident so I was protected.

The fifth stage of the reflective cycle is the conclusion. Upon reflection of the whole incident, I have gained valuable experience. This incident was the first time that I had utilised the restorative justice process as an outcome and I do believe that I used the approach successfully and it was the most appropriate action. On the basis that the male was only sixteen and had never been in trouble with the police previously and that he was very apologetic, I do believe that genuinely learnt from the situation and was thankful he was not facing further

prosecution and a possible criminal record. The store manager was also present at the time and they accepted the young males' apology. I believe that the store manager was also happy with the result as she stated that she did not any further trouble and just wanted the incident to be resolved.

Alongside this, I was happy that the outcome of the incident was restorative justice. I believe that the male will learn a lot from this incident and I also believe that having the store manager present at the time helped the process. The process of restorative justice is aimed to bring those harmed by crime or conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. This is part of a wider field called restorative practice (Restorative Justice Council, 2016). The male was very apologetic to the store manager and seemed to be embarrassed by his actions, therefore, this approach seemed to have worked and had the desired outcome.

To conclude, the final stage of Gibbs' Reflective Cycle is the 'Action Plan'. In this stage, I will discuss what I would have done differently if a similar situation occurs. After using the reflective cycle, I was able to identify what I could have improved on. I believe that if I had contacted the mother before the search she would have understood the situation better. When the mother turned up she was quite confused by the whole situation and she did not like that her son had been searched by officers, also she refused to believe the allegations regarding her son. I believe that if I contacted the mother before the search and she had been present when I went through the 'GOWISELY' process, then she would have understood the grounds and why the search was necessary and she would not have been hostile towards my colleagues and I. Additionally to this, in reflection on the incident I identified that I struggled with my nerves. Even though I dealt with the situation and the outcome was positive, I can remember being nervous at the time. I believe that this is because it was the first time that I had utilised the restorative justice approach and I was initially unsure if this form of disposal would have a positive effect. Although, after dealing with the situation I realised how this approach works and that if I was faced with a similar situation again I would feel more confident in my ability. However, based on the fact that the boy was under eighteen, then I was unaware that an appropriate adult was needed for the process but soon realised this and corrected my mistake, so dealing with this incident has helped me develop my knowledge of the process.

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Task 5

Personal Development Plan (PDP)

As part of your reflective process, please use this table to aid you in identifying the next steps for development.

This is equivalent to 500 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
Statement writing: I have been unsure of the structure of statements and how much detail is required. Alongside this, the structure changes based on the crime that you are investigating.	I have had to complete many statements so far and I am making sure to save all of them to reflect on them. I have been showing them to my tutor and my shift Sergeant where they can advise me on points of improvement.	My tutor and my shift Sergeant have been helping me and encouraging me to ask questions. I will continue to show them my statements to reflect on where I can further develop my statement writing skills.	I plan on achieving this by the time I have become an independent police constable.
Interviews: During my initial six months of classroom learning, I found that I needed to improve on my interview technique. Since starting shifts on response I have improved slightly, but I am not at the standard I want to be at.	I am putting myself forward to do any outstanding interviews, as I feel the more I do the more that I will learn. I have also opted to sit in on interviews as I can learn from other officers and evaluate different interview techniques.	I have already spoken to my Sergeant about this area of development. They are very supportive and encourage me to put myself forward and not sit back and watch. I find that the more I get involved the more that I will learn.	I plan on achieving this by the time I become a fully independent police constable.

Radio Communication: During my initial six months of training I had to take part in multiple role-play scenarios. During these scenarios, it involved communicating over the radio on a closed channel. Since starting response shifts, I am very nervous when I am required to communicate over the radio.	I have been listening carefully to radio communication and what people talk about on the radio. I am finding that this is helping me in understanding what to say over the radio. Alongside this, I have been listening to the police code signs, which has helped me gain a better understanding.	I have been speaking closely with my tutor about radio communication and they have been easing me into using it. After calls that we have attended, my tutor will ask me to give the control room an update on what has happened. I am finding that this is helping.	By the end of my tutorship, I aim to achieve full confidence in communicating over the radio and updating to control room as to what code-sign I am.
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin
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Task 6

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

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

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

Signed: Jamie Hall (Learner, Electronic signature or type name)

Date: 30/12/2021.