

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

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

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

Learner name: Cerys Morgan

Learner's University Registration Number: 2134358

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	500
	Total	6000
	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:

According to the American Psychological Association (APA) (2020), countless challenges will be encountered by an individual throughout their lifetime. While some obstacles can be overcome, not all aspects that we face can be resolved; although, developing resilience can encourage personal growth. Focusing on the previous six months of training to become a Police Constable (PC), this task will outline the coping strategies I have adopted to build resilience and reduce stress. Resilience can be defined as “the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional and behavioural flexibility and adjustment to external and internal demands” (APA, 2022).

During any challenging scenario faced by an individual, Gustems-Carnicer & Calderón (2012) believe that, when a coping mechanism is used, it becomes a vital part in supporting mental and emotional health; this especially with university students. Additionally, if suffering with anxiety and depression, a person can find positive influences on their condition by applying appropriate coping strategies. The APA (2023) define a coping strategy as “an action, a series of actions, or a thought process used in meeting a stressful or unpleasant situation or in modifying one’s reaction to such a situation”. The initial six months of police training was challenging with many heavy subjects delivered. Furthermore, as exam time approached, it became very stressful. It was evident that I was not alone, therefore, to build resilience, manage emotions and minimise stress I developed various coping strategies as recommended by APA (2020); one was creating positive relationships with colleagues. By forming close bonds with likeminded individuals, I understood that we were all on the same journey. Communicating with colleagues helped me realise that I needed to improve my own well-being and self-care to regulate stress.

Recent studies suggest that a physical activity is the key advantage in developing resilience to stress (Holmes 2014). The World Health Organization (WHO) (2022) define physical activity as “any bodily movement produced by skeletal muscles that requires energy expenditure”. I believe that exercising is an excellent coping strategy while studying, as it relieves the stresses of learning and can assist in building resilience. I was able to minimise stress at the gym through cardio-based activities such as running and cycling. According to the Mayo Clinic (2021), a workout can ease the pressures of anxiety, provide relaxation, and stress relief to individuals. Frequent running can have a positive impact on well-being, as chemicals known as

endocannabinoids are released into the bloodstream and brain after completion of exercise; these can alleviate stress (WebMD 2021). Not only did performing such exercises reduce my stress levels, but they also improved my physical fitness, which built better resilience to continue moving forward with my learning, and for future fitness tests in the force. Deuster & Silverman (2013) state, that resilience can be granted by possessing a good standard of physical health, as being active produces excellent advantages for mental & emotional well-being, which shields an individual from a traumatic incident that they may face. In my view, during my service I will be faced with many traumatic experiences, so I believe that it is vital that I keep myself fit and healthy to deal with such incidences if they occur.

While training, another activity that I decided to pursue was Stand-up Paddle boarding (SUP). Even though it can be completed alone, it is also great way to meet other individuals who have a passion for it. Schram et al. (2016) explains that SUP is a fast-expanding sport where participating individuals believe it improves well-being, has fitness advantages, and aids in injury recovery. Not only does the activity support body movement and tones muscles, but it also benefits psychological health within an individual's natural surroundings (Solan 2022). The Monmouthshire and Brecon Canal provided me with the natural surroundings I required for paddleboarding, which ultimately benefitted my mental health and reduced my stress levels. On the other hand, when first perusing the sport, I soon discovered that it was not as easy as it was demonstrated by other individuals; this was due to my lack of experience. However, I attended a lesson and with a great deal of practice and determination; even though falling off the board on numerous occasions, I built strength and resilience. This led to me being able to confidently stand, improve my balance and develop the other necessary skills required for the activity. Disappointingly, I failed the first university exam but nevertheless, with the mental strength and determination I had developed through paddleboarding, I was able to pass the exam on the second attempt by utilising the resilience I had acquired.

According to The Better Health Channel (2015), frequent dog walking aids in stress reduction, along with many other important health advantages for both the dog and its owner. I have great pleasure in taking my Cocker Spaniel on lengthy walks, especially after a long day of absorbing a substantial amount of information during training. Occasionally, I was joined by mother; this allowed us to have meaningful conversations whereby I was able to discuss my feelings. Westgarth et al. (2020) state, that dog walking with family members for enjoyable purposes, allows an individual to alleviate stress. In my opinion, this activity has benefitted my overall well-being. As an alternative activity, I have considered playing badminton. Decathlon (2022) describes badminton as a sport that can benefit our well-being and alleviate stress by distributing endorphins which in turn can promote calmness. This is a future possibility for me as I believe it is a great way to meet and communicate with likeminded individuals but also, it encourages teamwork.

To conclude, within my role as a PC, to develop resilience, minimise stress and decrease any anxiety or tensions that I may face, I will continue to attend the gym. This will allow me to stay healthy and will assist in retaining my fitness levels. Additionally, due to its many benefits, I will continue to take part in other sporting activities such as SUP. As previously mentioned, I enjoy walking my dog. Occasionally being joined with my family was an ideal way to communicate and

discuss my feelings. As a great coping strategy, this allowed me to manage my stress levels and to clear my mind. Moving forward, I would like to continue with this and possibly arrange to meet friends and work colleagues with their dogs so that they too can improve their well-being. If my current strategy did fail, I would need to consider other options. This would be to pursue badminton, as the activity would allow me to feel part of a team.

Word Count: 1099

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:

Since commencing my role as a Police Constable (PC), I have dealt with several policing incidents that involved conflict. This paper will describe where and when I have been subjected to a confrontational situation, where I believe I have played a significant part. By applying Borton's reflection model, this will enable me to reflect and discuss my feelings. According to Borton (1970, p.93) by applying the answer to three questions "What, So What, Now What", will allow an individual to be able to reflect. According to Jones (2023) the questions imply that we must explain what has occurred, reflect by using our feelings, and describe what can be improved the next time.

Within the first initial week of being in post, I attended an emergency call whereby I was briefed by the control room of a situation that could be confrontational. This was ranked as a high-risk domestic incident involving two individuals, where one person became hostile after being arrested. Initially two officers were already in attendance, when my co-worker and I arrived. On arrival, it was soon evident that, even though the subject could speak English, there was a language barrier. The offender was a fluent Welsh speaker, who became very agitated when discovering that my colleagues and I were unable to speak the Welsh language. Upon conducting the arrest, under

Code G of the Police and Criminal Evidence Act (PACE) 1984, the subject was compliant allowing officers to apply a restraint using handcuffs. However, after exiting the address, the attitude of the individual transformed whereby the subject became verbally aggressive towards us, shouting and screaming abusive language in both Welsh and English, also making personal remarks against a fellow officer regarding their nationality. Due to the amount of warning markers the subject presented, a further five officers attended as a measure of support. I made every attempt to calm the scenario, using my active listening skills to understand the needs of the individual, with the intention to relieve the pressure and conflict of the situation. After developing the understanding that the offender desired to communicate in Welsh, the individual was informed that they would be able to receive assistance with the language barrier via the translation service 'Language Line' on arrival at the custody unit. The service allows individuals to speak with an interpreter in their first language. However, the situation continued to escalate, as the subject decided to ignore our advice and became irate. When placed inside of the police van, the person in question became non-compliant and physically resistant, trying to bite one of the officers at the scene, causing the occurrence to escalate greatly. The individual was then removed from the van, and a 'Use of Force' had to be utilised as all attempts to verbally communicate had failed to calm the situation. The subject's face was sprayed with an incapacitant spray (PAVA), along with the use of leg restraint using fast straps, which I assisted with applying. When safely secured and placed back into the vehicle, the suspect continuously spat at an officer and tried to cause injury to themselves by striking their head against the cage door. The offender was conveyed to custody where they were remanded.

The College of Policing (2013) state that, a vital part of contemporary policing is to evolve our communication techniques either expressly or implicitly, to connect with the wider community. Bottomley *et al.* (2020) define communication as "the transmission or exchange of information and ideas". During the incident as described previously, my colleagues and I continuously attempted to negotiate with the offender through effective communication. Our aim was to develop a good rapport and understanding of the individual's needs through active listening and provide any assistance we could offer with regards to the language barrier. Active listening talents can be described as an ability achieved through repetition and training, as they apply empathetic techniques, as a method for engaging in and conserving conversation with others (College of Policing 2020). I also ensured to remain fair but firm when communicating, as "assertiveness" is described as a vital part of effective communication (Romas & Sharma 2017). Unfortunately, our active listening skills and communication techniques were unsuccessful, and due to the offender's aggressive nature we had no other option than to carry out a Use of Force. In reference to Borton's model, when reflecting on this incident, I felt disappointed as all my efforts to obtain calmness with the individual had failed and could have been overcome if a Welsh speaker had been present.

To decrease offences being committed, the Office of the Bedfordshire Police & Crime Commissioner (2023) state that, a use of force should be applied. Use of Force can be defined as "any physical use of force, except compliant handcuffing and come along hold/escort hold" (Police Scotland 2021). However, Bradshaw *et al.* (2021, p.214) believe that, in line with *117 of PACE 1984*, it is vital that the arresting officer assesses each individual incident, to ensure that a reasonable use of force is applied

appropriately. On the other hand, the Independent Office for Police Conduct (IOPC) (2015) report on those who have a pessimistic opinion of Police after being subjected to the use of force, and their doubts concerning the decisions made by officers on what is reasonable force. In the domestic incident I attended, the Use of Force carried out was suitably utilised, as the offender became hostile. The subject was arrested and handcuffed compliantly. However, upon leaving the arrest address, the offender's attitude changed, and they began to show physical resistance towards us. The National Decision Model (NDM) was applied by my colleagues and I in this instance, as according to Sullivan (2017), the process allows officers to measure risk and make logical decisions. After the suspect tried to assault a colleague and remained physically resistant, the NDM was used to protect ourselves and the rational decision to use PAVA spray was made by a co-worker. Ground restraint was executed, along with leg restraint on the individual.

My colleagues and I communicated with the individual in a calm, polite and very reasonable manner. However, the offender persistently remained rude and unpleasant. The Betari's Box model reflects on attitude. As defined by Police Geek (2012), it explains how an individual's negative conduct can have an adverse effect on the communication with others, leading to potential conflict. According to Help Children Live Better (2022), the model can positively assist in switching the pessimistic mind-set of an individual, transferring one's attitude into an optimistic state on how we perceive each another. However, after our efforts to calm this situation, the model proved to be ineffective, as the offender's attitude did not change and only became more negative. Therefore, it was unfortunate that the perpetrator's bad attitude towards the police damaged any rapport that my team and I had tried to build. This led to communication failure. The breakdown of communication and the aggressive nature of the subject led to a confrontational situation between the police and offender which initiated the Use of force.

Gwent Police (2023) state, that the Code of Ethics provides the moral values for professional police conduct, which all representatives of the policing community are required to follow; especially during routine engagement and decision making. My colleagues and I ensured that the police Code of Ethics were applied throughout the situation. This was conducted by remaining impartial, not showing bias, and making no judgement towards the offender for their previous convictions. During the arrest, the relevant Code of Practice *CODE G of PACE 1984* was followed, and the individual was treated equally, as stated by the Office of the High Commissioner for Human Rights (2021) "*Equality is at the heart of human rights*". I treated the person in question with respect, by utilising my active listening skills to negotiate with the offender by using effective communication to discuss their needs. Understanding the subject's diversity as a Welsh speaker, they were assured that a translation service would be provided to them when in custody. The suspect was asked to calm down on numerous occasions, but their negative persona continued. The situation continued to escalate, therefore, a reasonable force had to be applied. Our actions were accountable when carrying out a Use of Force on the individual. To confirm accountability, a 'Use of Force form' was submitted along other necessary documentation after the arrest.

To conclude, even though I only played a small role in this situation as I was not the arresting officer, I still consider my overall actions to be well executed. Working as

part of a team, I communicated and co-operated efficiently to make lawful and valid decisions applying the NDM as the key driver throughout the process. In my opinion, the correct decision to use a reasonable Use of Force was made, this included PAVA spraying and fast strapping to prevent the suspect from causing injury to themselves, any officer, or a member of the community. Reflecting on the incident, using Borton's model, even though the offender became upset due to our lack of Welsh speaking, the subject became more agitated when they observed the number of officers in attendance had increased. As the scenario was difficult to predict; if the situation had further progressed, the additional support would have been required to maintain control of the individual. However, due to the severity of this incident and additionally, it was under control, there was potentially too many officers at the scene. A recommendation for further incidents would be, to assess each situation to consider the number of officers required for attendance. In terms of the Welsh language, a recommendation for additional Welsh speakers throughout the force would be beneficial, as I believe by having a Welsh speaker present at the scene, could have diffused the situation promptly.

Word Count: 1634

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:

As a newly recruited Police Constable (PC), I have supported several individuals who have been subjected to crime. Playing a significant role in each, this paper will identify and discuss one of those incidents. The ongoing crime is a domestic incident between two individuals. Known as the ERA cycle of reflective practice, the model can be applied during reflection, whereby we 'experience' something, develop ourselves through 'reflective processes' and take 'action' (Jasper 2013, p.3).

Initially, before being allocated to this crime, the victim logged a complaint by completing a statement with another police officer. I am currently proceeding with the investigation, by taking further statements, conducting other investigatory enquiries, and making regular contact with the victim to ensure that they are kept updated. The victim reports being verbally abused and assaulted by their ex-partner. Initially, it was believed that this was a single event. However, after engaging with the victim on numerous occasions, I soon discovered that the crime reported was not the only abuse faced and unfortunately, other incidents had taken place but had not been reported to the Police. The marriage has recently ended. Throughout the relationship, the victim reports being subjected to both physical and mental abuse, along with coercive control by the offender, leaving the aggrieved with mental health issues. The victim informs me that they are receiving additional support through an Independent Domestic Violence Advisor (IDVAs) and is subject to a multi-agency risk assessment conference

(MARAC). This is when various members including the Police meet to examine the individual's circumstances (Independent Domestic Abuse Services IDAS 2023).

As part of the investigation, I have undertaken meetings with the victims' children who are all under the age of sixteen. While taking statements it was vital that I conversed with them appropriately, using a communication technique that needed to be adapted for their age range to ensure that they understood the questions raised. However, during the meeting, I ensured that an independent Appropriate Adult (AA) was present to aid with any language or communication issues. The Government of Canada (2023) report on *Article 12 of Convention on the Rights of the Child* (CRC), stating that all individuals under the age of eighteen have the right to be listened to, and that their opinions are taken into account. Therefore, to provide a good quality policing service, it is vital that the voices of children are heard. I provided this service during this investigation, by allowing the children to freely express what they had witnessed which I included within their statements. Due to the high volume of evidence that needs to be gathered, I am currently continuing to investigate this crime.

I understand that, as a PC, following the relevant codes of practice, I have a vital responsibility to care for victims and to follow any significant procedure that has been put in place to provide them with full support. Avon & Somerset Police & Crime Commissioner (2023) define the Victim Code of Practice as a Government approach ensuring that the rights of a victim take priority; outlining how Police should care and assist the aggrieved. In compliance with the *Victim's Code* (GOV.UK 2021), in relation to my current investigation, I recognise that the victim is entitled to a number of 'rights' in which includes the right for the Police to log the crime and for extra guidance and assistance to be granted to the victim when preparing a statement. Produced in April 2021, an updated version of the Code includes twelve new victim rights included providing support for witnesses and their needs (Cumbria Constabulary, 2022; Devon & Cornwall Police 2022). While I make further enquires, I believe that I have met the relevant expectation throughout the process so far with the incident being logged in the police database and various agencies have been continuously updated. While all participants made their statements, I ensured that they were provided with the support and the adequate time which included frequent breaks as or when required. Furthermore, when taking statements, I have ensured to record all vital details to ensure quality has been met and that when dealing with the children, an AA was always present. I continue to make regular contact with the aggrieved, providing them with updates whenever they are applicable.

The College of Policing (2016) define the Competency and Values Framework (CVF), which provides the professional standards and conduct expected of every Police officer who protects and assists the nation. The framework provides four policing values, which are 'Transparency, Impartiality, Integrity and Public Service'. Throughout my investigation, I believe that I have demonstrated these values by providing support when communicating with the aggrieved remaining transparent in my actions. I have been truthful and sincere when communicating with the victim as important questions regarding the investigation had to be asked to develop rapport with the person. Furthermore, whilst the victim disclosed the abusive incidents, I utilised my active listening skills, remained impartial and open-minded whilst taking detailed statements and ensured that I was unbiased. It is paramount to remain integral and professional with the community members in which I serve, this has been the case throughout my investigation. I have demonstrated this by being honest,

conversing clearly and directly with the victim, and reminding them that I am doing everything within my power to investigate as I want to provide the best quality support and assistance. In addition to this, I believe I have provided a Public Service throughout this investigation, as I always ensure that the individuals voice is heard. Either through an expressive discussion between myself and the aggrieved or through lengthy statements that I have produced on their behalf, my crucial objective in this instance remains for the victim to feel that their thoughts and feelings are valid, and that they are believed. Additionally, the safeguarding of a victim is paramount, as we must make sure that we monitor the welfare of every individual. Throughout the investigation I have ensured that the victim feels safe and is happy with our police actions. Frequent support has been provided to the victim, either face to face at their address, or through communication via telephone. A weekly update regarding the investigation continues to be provided. On the other hand, it is crucial that for the next stage of my investigation, the offender is also given the chance to provide their version of events, as both sides of the story need to be heard. The offender will need to be arrested and interviewed whereby any evidence provided by the victim will be presented to them. During this process, I will ensure that I continue to remain impartial, and will not allow my own views or impressions to impede the investigation in any way.

In reflection, by applying Jasper's ERA cycle of reflective practice, this enabled me to think about the situation and how my investigation methods and actions could be improved for the future; for example, the way in which I took statements from the children and the adult. As a style of interviewing that involves the tactical approach of extracting the raw facts from an individual, I now believe that an Achieving Best Evidence (ABE) interview would have been best practice for gathering information during this scenario. As defined by GOV.UK (2022), an ABE interview is a visually recorded method of interviewing, for adults and young children who may have vulnerabilities. Due to the adult in question having a mental illness, I realise that an ABE interview should have been undertaken. Therefore, an ABE interview should be considered as a method for the future.

Following my reflection, I accept that some of my actions could have been conducted differently. However, in conclusion I believe that the CVF values were followed correctly. The victim was treated with respect throughout the process, and I provided the relevant support as set out in the Victim's code within the Codes of practice. All parties who completed a statement were provided with an adequate amount of time which included frequent breaks. I ensured that an appropriate adult was present for every statement made by the children. This ensured that the relevant support was provided, if additional help with understanding the questions that I asked was required. An update to the aggrieved continues when applicable, and additionally, my investigations continue, along with the arrest and interview of the offender to be undertaken.

Word Count: 1395

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:

Within the short period of time as newly qualified Police Constable (PC), I have attended numerous occurrences involving various types of crime. I have utilised my decision-making skills by applying the National Decision Model (NDM), whilst also upholding important policing values. In addition, I have followed the instructions set out within the Criminal Procedure and Investigations Act (CPIA) 1996. This task will review and reflect on one of the instances that both have been executed, whilst still considering my officer discretion throughout the process. I have ensured to utilise parts of Gibbs' Reflective Cycle to improve and develop my skills for the future, by discussing my own feelings on how I handled the situation. According to NursingAnswers.Net (2018), originated from 1988, the model and can be applied to reflect on both the positive aspects of a situation and the negative areas that requires improvement.

Described by the College of Policing (2014) as a framework that contains six main factors, during any event attended or faced with, the NDM allows all police officers to make logical decisions. The six factors include making choices in line with the Code of Ethics which promote 'honesty, openness and respect'. Upon arrival at a scene, I would consider each factor as follows; "gather information and intelligence, assess threat and risk and develop a working strategy, consider powers and policy, identify options and contingencies, and take action and review what happened". As a template for any kind of decision-making, Sullivan (2017) reports that the NDM was put into place by the Association of Chief Police Officers (ACPO) replacing the Conflict

Management Model (CMM). When dealing with an aggressive and intoxicated individual who was driving a vehicle under the influence of alcohol, I remained integral and was required to make rational decisions by applying the NDM.

Even though the initial call made was an emergency, when my colleagues and I arrived at the scene, the altercation between the three angry individuals had dispersed. The NDM was applied, whereby I used my own judgement in accordance with the Code of Ethics and decided that the relevant facts needed to be gathered by speaking with everyone involved. Therefore, by remaining professional, showing no judgement, and conversing with two of the parties involved within their property, I was able to obtain details of the incident while my colleagues remained outside with the third individual. While speaking to both parties they informed me that the main aggressor had been drinking. Amid this, I was alerted by my colleagues that the third person had become aggressive and had re-gained access to a vehicle. Therefore, I immediately exited the address to assist my co-workers with the escalating situation. My colleagues believed that the individual was intoxicated, due to the strong smell of alcohol on their breath and the glassy appearance of their eyes. This confirmed the previous statement I had obtained from the two other persons. Whilst my co-workers were engaging with the individual, I conducted a background check on them via the Police National Computer (PNC), revealing that the subject had previous history and police involvement. Although, it is to my understanding that on previous occasions, the person had caused harm to other officers, I remained impartial and stayed vigilant throughout. On the other hand, I was not prejudice towards the individual by not judging them on their previous crimes to ensure fair treatment.

I used my own judgement and officer discretion to form a decision for the person to be breathalysed, however the subject became irate. By using the appropriate language and terminology, I believe that I remained fair and gave the individual numerous chances to provide a specimen of breath, to which was refused; whereby they began shouting abusive language. The subject then attempted to close the door of the vehicle and tried to drive away from the scene, which was impeded by a co-worker. While reflecting through Gibbs' reflective cycle, I now realise that at this moment, my chain of thought changed, and I remember feeling alarmed. Thinking that this incident could escalate even further, I realised that I needed to act promptly. Therefore, I then began to assess the increased threat and levels of risk. The subject was arrested for failure to provide a specimen of breath, and a working strategy was established to remove the individual from the vehicle. A use of force was initiated, and I quickly removed my cuffs to restrain the offender when placed onto the ground. After securing the subject, they were placed within the cage of the police vehicle, where they continued to shout abusive language and kick out at the cage doors. However, while using Gibbs' cycle to reflect, I remember feeling a sense of relief as the offender was now under control.

During the arrest, the offender concealed their vehicle keys, therefore, I considered my powers and policies and again used my discretion to conduct a vehicle search within the individual's car. Unable to locate these keys, I searched the person in question in the police van under Section 32 of the Police and Criminal Evidence Act (PACE) 1984. I was respectful to the individual, by carrying this search out of view, informing them where on their body I would be touching, and was careful not to touch intimate areas while searching. However, in an attempt to escape, the subject tried to

remove themselves from the vehicle and kicked my colleague in the lower region. I regained control of the suspect by using reasonable force to place them back into the police van. During this, our options and contingences were identified leading to the further arrest for assault of an emergency worker. After all actions were undertaken, the offender was conveyed to custody where they further refused to provide a specimen of breath. They were later interviewed and were charged for all offences. I ensured to complete the necessary documents for our police systems, and files for the Crown Prosecution service (CPS) to examine for court.

GOV.UK (2015) reports on the Criminal Procedure and Investigations Act (CPIA) 1996 and provides instruction on how members of the Police service document and preserve evidence, and how it is disclosed to a legal representative for an enquiry. Therefore, in line with CPIA, every incident attended is logged within our police system. An occurrence log is created on the database, enabling officers to build casefiles, write updates, upload any relevant information, and submit intelligence. During the incident described, I ensured to complete the necessary paperwork, ensuring that the crime and its circumstances were recorded, and that the offender, victim, and witnesses' details were correct and were linked. Additionally, as the event was captured on my body worn video (BWV), in line with the CPIA, the video evidence had to be uploaded and documented as evidence for the prosecution. While conducting house-to-house (H2H) enquiries, I gathered CCTV from neighbouring houses that filmed the incident and, I spoke to several witnesses. I upheld public service, by developing rapport, listening to the individual, and documenting any relevant information provided within my pocket notebook. This was signed by the witness and then uploaded to the correct occurrence log. An arrest statement that contained all relevant necessities, including the assault of an officer was produced by my colleague, and was uploaded to the system. A use of force form was compiled by my co-workers and I, who had all applied a reasonable force on the individual, after they failed to comply with our instructions. The suspect was interviewed by another officer, and later charged. I ensured to create the correct casefile needed for this investigation, presenting all evidence gathered, including the interview content which would be provided to the prosecution for court.

In conclusion, I have utilised Gibbs' Reflective cycle to reflect how I was feeling throughout the incident. I believe that my actions were appropriate and that I reacted suitably given the circumstances. Throughout the process I provided the subject with enough chances to co-operate, especially when asking them to calm their behaviour and to provide a specimen of breath. Even though the individual's behaviour was negative, and a reasonable use of force had to be utilised, I still take positives from the scenario including that neither officer nor offender became hurt. Due to the suspects high level of intoxication, my thoughts and feelings include, that there is nothing that we could have changed during the arrest phase, as the subject became irate and the NDM was utilised efficiently. In my opinion, I believe I have followed the correct policies as set out in the CPIA, by compiling all necessary evidence, and submitting it to the prosecution.

Word Count: 1439

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 believe an area that I need to develop on is my confidence during the arrest phase. As a new officer, I would like to ensure that every task I proceed with is completed correctly and to the highest standard. Therefore, I need to work on my confidence and believe in myself.	This will be achieved through attending emergency and priority calls without the aid of my tutor after I have reached independent patrol status. I believe this is where I will learn my own style of policing and where my confidence will flourish.	Individuals who can provide support are my colleagues on my shift. Through watching and learning from them, I know this will help me develop my own style of policing which will boost my confidence. Additionally, I receive support from my sergeant, who frequently invites my co-workers and I for a chat to ask how we are and how we are developing.	I believe my confidence will improve after I reach independent patrol status. Within the next six to twelve months, I hope to develop my own style of policing. However, I believe this confidence will grow throughout my policing career.
An area for development would be my level of fitness. Even though my level of fitness is of a good standard, I still believe it is vital to keep this standard high throughout my career as a police officer.	This will be achieved through attending the gym regularly, or through other forms of frequent exercise such as paddleboarding. I also believe it is important to eat a healthy and well-balanced diet, to keep fit.	Support can be provided by my friends who I attend the gym with. In addition, I regularly paddleboard with my mother, which builds muscles and core strength, along with reducing stress. I also frequently look for guidance for healthy recipes	I believe this has an infinite timeline, as we should always maintain our fitness levels to a high standard and continue to eat healthily throughout our lifetime.

		from sources such as the internet or close friends.	
An additional area I would like to develop, is my file building skills which are provided to the Crown Prosecution Service (CPS) for court. I understand that file building is an important process as it leads to a potential prosecution of an offender.	This will be achieved by completing different types of files for various cases. I understand that I will receive plenty of practice for this, as many cases that we deal with, will require a file to be built.	I receive support for file building from my colleagues. Additionally, we have a file building team, which files can be sent to if help is required. I can also look for guidance, from the file building documents we received in training school. I have also recently attended case file building training at a local station.	I believe that my file building skills will progress throughout my career as a Police Officer, especially within my three-year probation period.

Word Count: 503

References

- American Psychological Association (2020) *Building your resilience*. [online]. Available at: <https://www.apa.org/topics/resilience/building-your-resilience#> (Accessed: 6 January 2023).
- American Psychological Association (2022) *Resilience*. [online]. Available at: <https://www.apa.org/topics/resilience/#> (Accessed: 4 January 2023).
- American Psychological Association (2023) *coping strategy*. [online]. Available at: <https://dictionary.apa.org/coping-strategies> (Accessed: 26 January 2023).
- Avon and Somerset Police & Crime Commissioner (2023) *Victim Code of Practice*. [online]. Available at: <https://www.avonandsomerset-pcc.gov.uk/working-for-you/victim-support-services/victim-code-practice/#:~:text=The%20Code%20of%20Practice%20is%20part%20of%20the,from%20police%2C%20courts%20and%20other%20criminal%20justice%20agencies.> (Accessed 5 March 2023).
- Better Health Channel (2015) *Dog walking – the health benefits*. [online]. Available at: <https://www.betterhealth.vic.gov.au/health/healthyiving/dog-walking-the-health-benefits> (Accessed: 24 January 2023).
- Borton, T. (1970) *Reach, Touch, and Teach student concerns and process education*. New York: McGraw-Hill.
- Bottomley, J., Prymachuk, S. & Wright, M. (2020) *Communication Skills for Your Policing Degree*. Hertfordshire: Critical Publishing.
- Bradshaw, S., Dickens, T., Simpson, F., Parker-McLeod, J., Weaver, G. & Wood, D. (2021) *Blackstone's Handbook for Policing Students 2022*. 16th edn. Oxford: Oxford University Press.
- College of Policing (2013) *Communication*. [online]. Available at: <https://www.college.police.uk/app/public-order/communication> (Accessed: 20 February).
- College of Policing (2014) *National decision model*. [online]. Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model> (Accessed 27 February 2023).
- College of Policing (2016) *Competency and Values Framework for Policing*. [online]. Available at: https://assets.college.police.uk/s3fs-public/2020-11/competency-and-values-framework-for-policing_4.11.16.pdf (Accessed 6 March 2023).
- College of Policing (2020) *Conflict management skills*. [online]. Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills> (Accessed: 20 February 2023).

Cumbria Constabulary (2023) *Code of Practice for Victims of crime*. [online]. Available at: <https://www.news.cumbria.police.uk/get-advice/help-and-advice-for-victims/code-of-practice-for-victims-of-crime> (Accessed 13 March 2023).

Decathlon (2022) 'Top 10 Health Benefits of Playing Badminton You Should Know', Decathlon Blog [blog]. 27 June <https://blog.decathlon.in/articles/10-benefits-of-playing-badminton-for-the-whole-body#article-body> (Accessed 17 March 2023).

Deuster, P.A. & Silverman, M.N. (2013) 'Physical fitness: a pathway to health and resilience', *U.S. Army Medical Department Journal*, pp 24-35. Available at: <https://pubmed.ncbi.nlm.nih.gov/24146240/> (Accessed: 1 February 2023).

Devon & Cornwall Police (2022) *Victim Rights under the Code of Practice*. [online]. Available at: <https://www.devon-cornwall.police.uk/support-and-guidance/victims-witnesses/victim-rights-under-the-code-of-practice/> (Accessed 13 March 2023).

Government of Canada (2023) *Article 12 of the Convention on the Rights of the Child and Children's Participatory Rights in Canada*. [online]. Available at: <https://justice.gc.ca/eng/rp-pr/other-autre/article12/p2.html> (Accessed: 12 March 2023).

GOV.UK (2015) *Criminal Procedure and Investigations Act Code of Practice*. [online]. Available at: <https://www.gov.uk/government/publications/criminal-procedure-and-investigations-act-code-of-practice> (Accessed: 14 March 2023).

GOV.UK (2021) *Code of Practice for Victims of Crime in England and Wales (Victim's Code)*. [online]. Available at: <https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crime/code-of-practice-for-victims-of-crime-in-england-and-wales-victims-codem> (Accessed: 5 March 2023).

GOV.UK (2022) *Achieving best evidence in criminal proceedings*. [online]. Available at: <https://www.gov.uk/government/publications/achieving-best-evidence-in-criminal-proceedings> (Accessed 20 March 2023).

Gustems-Carnicer, J. & Calderón, C. (2012) 'Coping strategies and psychological well-being among teacher education students: Coping and well-being in students', *European Journal of Psychology of Education*, 28(4), pp 1127-1140. Available at: <https://www.proquest.com/docview/1871522174?accountid=130472&parentSessionId=O2SGKhhw5H7XsTIMPISiF3l8oAr15MfdKIPphEVao3Y%3D&pq-origsite=primo> (Accessed: 26 January 2023).

Gwent Police (2023) *Code of Ethics*. [online]. Available at: <https://www.gwent.police.uk/police-forces/gwent-police/areas/about-us/about-us/code-of-ethics/> (Accessed: 27 February 2023).

Help Children Live Better (2022) *Betaris Box*. [online]. Available at: <https://helpchildrenlivebetter.co.uk/betaris-box/> (Accessed: 2 March 2023).

Holmes, P.V. (2014) 'Trophic mechanisms for exercise-induced stress resilience: potential role of interactions between BDNF and galanin', *Frontiers in Psychiatry*, 5(7), pp.1-5. Available at: https://www.researchgate.net/publication/264793195_Trophic_Mechanisms_for_Exercise-Induced_Stress_Resilience_Potential_Role_of_Interactions_between_BDNF_and_Galanin (Accessed: 5 February 2023).

Independent Domestic Abuse Services (IDAS) (2023) *What is a MARAC?*. [online]. Available at: <https://idas.org.uk/bwl-advanced-faq/what-is-a-marac/> (Accessed 4 March 2023).

Independent Office for Police Conduct (IOPC) (2015) *Police use of force*. Available at: https://www.policeconduct.gov.uk/sites/default/files/Documents/research-learning/BMRB_use_of_force_report.pdf (Accessed: 1 March 2023).

Jasper, M. (2013) *Beginning Reflective Practice*. 2nd edn. Andover: Cengage Learning.

Jones, G (2023) *Models Of Reflection You Can Use*. [online]. Available at: <https://www.reflectivewriting.tips/models-of-reflection-you-can-use/> (Accessed 19 March 2023).

Mayo Clinic (2021) *Exercise: 7 benefits of regular physical activity*. [online]. Available at: <https://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/exercise/art-20048389> (Accessed: 31 January 2023).

NursingAnswers.net (2018) *Gibbs' Reflective Cycle*. [online]. Available at: <https://nursinganswers.net/reflective-guides/gibbs-reflective-cycle.php> (Accessed 18 March 2023).

Office of the Bedfordshire Police & Crime Commissioner (2023) *Use of Force Community Scrutiny Panel*. [online]. Available at: <https://www.bedfordshire.pcc.police.uk/use-of-force/> (Accessed: 23 February).

Office of the High Commissioner for Human Rights (2021) *Equality is at the heart of human rights*. [online]. Available at: <https://www.ohchr.org/en/2022/01/equality-heart-human-rights#:~:text=%20Equality%20is%20at%20the%20heart%20of%20human,are%20a%20treated%20without%20any%20kind%20of%20discrimination>. (Accessed: 4 March 2023).

Police Geek. (2012) 'The Cycle of Conflict', Police Geek [blog]. 22 May <https://policegeek.wordpress.com/2012/05/22/the-cycle-of-conflict/> (Accessed: 27 February).

Police Scotland (2021) *Use of Force*. [online]. Available at: <https://www.scotland.police.uk/about-us/how-we-do-it/use-of-force/> (Accessed: 24 February).

Romas, J.A and Sharma, M. (2017) *Practical Stress Management*. 7th edn. United States: Academic Press. Available at: <https://www.sciencedirect.com/science/article/pii/B9780128112953000048?via%3Dihub> (Accessed 19 February 2023).

Schram, B., Hing, W. & Climstein, M. (2016) 'The physiological, musculoskeletal and psychological effects of stand up paddle boarding', *BMC Sports Science, Medicine and Rehabilitation*, 8(32), pp. 1. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5057214/pdf/13102_2016_Article_57.pdf (Accessed: 15 January 2023).

Solan, M. (2022) 'Grab your paddle', *Harvard Health Publications. Harvard Men's Health Watch; Boston*, pp. 1. Available at: [file:///C:/Users/408582/Downloads/ProQuestDocuments-2023-01-16%20\(1\).pdf](file:///C:/Users/408582/Downloads/ProQuestDocuments-2023-01-16%20(1).pdf) (Accessed: 16 January 2023).

Sullivan, C. (2017) *Interoperability of the National Decision Making Model*. [online] Available at: <https://www.empac.org.uk/interoperability-national-decision-making-model/> (Accessed 27 February 2023).

WebMD (2021) *Mental Health Benefits of Running*. [online]. Available at: <https://www.webmd.com/fitness-exercise/how-running-affects-mental-health> (Accessed: 31 January 2023).

Westgarth, C., Christley, R.M., Marvin, G. & Perkins, E. (2020) 'Functional and recreational dog walking practices in the UK', *Health Promotion International*, 36(1), pp. 109-119. Available at: <https://academic.oup.com/heapro/article/36/1/109/5828411?login=false#231688480> (Accessed: 24 January 2023).

World Health Organization (2022) *Physical Activity*. [online]. Available at: <https://www.who.int/news-room/fact-sheets/detail/physical-activity> (Accessed: 31 January 2023).

Bibliography

American Psychological Association (2020) *Building your resilience*. [online]. Available at: <https://www.apa.org/topics/resilience/building-your-resilience#> (Accessed: 6 January 2023).

American Psychological Association (2022) *Resilience*. [online]. Available at: <https://www.apa.org/topics/resilience/#> (Accessed: 4 January 2023).

American Psychological Association (2023) *coping strategy*. [online]. Available at: <https://dictionary.apa.org/coping-strategies> (Accessed: 26 January 2023).

Avon and Somerset Police & Crime Commissioner (2023) *Victim Code of Practice*. [online]. Available at: <https://www.avonandsomerset-pcc.gov.uk/working-for-you/victim-support-services/victim-code-practice/#:~:text=The%20Code%20of%20Practice%20is%20part%20of%20the,from%20police%2C%20courts%20and%20other%20criminal%20justice%20agencies.> (Accessed 5 March 2023).

Better Health Channel (2015) *Dog walking – the health benefits*. [online]. Available at: <https://www.betterhealth.vic.gov.au/health/healthyiving/dog-walking-the-health-benefits> (Accessed: 24 January 2023).

Borton, T. (1970) *Reach, Touch, and Teach student concerns and process education*. New York: McGraw-Hill.

Bottomley, J., Prymachuk, S. & Wright, M. (2020) *Communication Skills for Your Policing Degree*. Hertfordshire: Critical Publishing. Available at: https://web-p-ebscohost-com.ezproxy.uwtsd.ac.uk/ehost/ebookviewer/ebook/bmxlYmtfXzIzNzU2ODFfX0FO0?sid=6ae8bd2e-5e6e-42ff-86b2-30beca35a5bc@redis&vid=0&format=EB&lpid=lp_1&rid=0

Bradshaw, S., Dickens, T., Simpson, F., Parker-McLeod, J., Weaver, G. & Wood, D. (2021) *Blackstone's Handbook for Policing Students 2022*. 16th edn. Oxford: Oxford University Press.

Canoe Wales (2023) *How to get started Paddle Boarding!*. [online]. Available at: <https://www.canoewales.com/stand-up-paddle-boarding> (Accessed: 16 January 2023).

College of Policing (2013) *Communication*. [online]. Available at: <https://www.college.police.uk/app/public-order/communication> (Accessed: 20 February).

College of Policing (2014) *National decision model*. [online]. Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model> (Accessed 27 February 2023).

College of Policing (2014) *Code of Ethics*. [online]. Available at: https://assets.college.police.uk/s3fs-public/2021-02/code_of_ethics.pdf (Accessed 27 February 2023).

College of Policing (2016) *Competency and Values Framework for Policing*. [online]. Available at: https://assets.college.police.uk/s3fs-public/2020-11/competency-and-values-framework-for-policing_4.11.16.pdf (Accessed 6 March 2023).

College of Policing (2020) *Conflict management skills*. [online]. Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills> (Accessed: 20 February 2023).

Crown Prosecution Service (2022) *Disclosure Manual: Chapter 4 - Relevance, Recording and Retention*. [online]. Available at: <https://www.cps.gov.uk/legal-guidance/disclosure-manual-chapter-4-relevance-recording-and-retention> (Accessed: 14 March 2023).

Cumbria Constabulary (2023) *Code of Practice for Victims of crime*. [online]. Available at: <https://www.news.cumbria.police.uk/get-advice/help-and-advice-for-victims/code-of-practice-for-victims-of-crime> (Accessed 13 March 2023).

Decathlon (2022) 'Top 10 Health Benefits of Playing Badminton You Should Know', Decathlon Blog [blog]. 27 June <https://blog.decathlon.in/articles/10-benefits-of-playing-badminton-for-the-whole-body#article-body> (Accessed 17 March 2023).

Deuster, P.A. & Silverman, M.N. (2013) 'Physical fitness: a pathway to health and resilience', *U.S. Army Medical Department journal*, pp 24-35. Available at: <https://pubmed.ncbi.nlm.nih.gov/24146240/> (Accessed: 1 February 2023).

Devon & Cornwall Police (2022) *Victim Rights under the Code of Practice*. [online]. Available at: <https://www.devon-cornwall.police.uk/support-and-guidance/victims-witnesses/victim-rights-under-the-code-of-practice/> (Accessed 13 March 2023).

Gustems-Carnicer, J. & Calderón, C. (2012) 'Coping strategies and psychological well-being among teacher education students: Coping and well-being in students', *European Journal of Psychology of Education*, 28(4), pp 1127-1140. Available at: <https://www.proquest.com/docview/1871522174?accountid=130472&parentSessionId=O2SGKhhw5H7XsTIMPISiF3l8oAr15MfdKIPphEVao3Y%3D&pq-origsite=primo> (Accessed: 26 January 2023).

Government of Canada (2023) *Article 12 of the Convention on the Rights of the Child and Children's Participatory Rights in Canada*. [online]. Available at: <https://justice.gc.ca/eng/rp-pr/other-autre/article12/p2.html> (Accessed 12 March 2023).

GOV.UK (2015) *Criminal Procedure and Investigations Act Code of Practice*. [online]. Available at: <https://www.gov.uk/government/publications/criminal-procedure-and-investigations-act-code-of-practice> (Accessed: 14 March 2023).

GOV.UK (2021) *Code of Practice for Victims of Crime in England and Wales (Victim's Code)*. [online]. Available at: <https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crime/code-of-practice-for-victims-of-crime-in-england-and-wales-victims-codem> (Accessed: 5 March 2023).

GOV.UK (2022) *Achieving best evidence in criminal proceedings*. [online]. Available at: <https://www.gov.uk/government/publications/achieving-best-evidence-in-criminal-proceedings> (Accessed 20 March 2023).

Gwent Police (2023) *Code of Ethics*. [online]. Available at: <https://www.gwent.police.uk/police-forces/gwent-police/areas/about-us/about-us/code-of-ethics/> (Accessed 27 February 2023).

Help Children Live Better (2022) *Betaris Box*. [online]. Available at: <https://helpchildrenlivebetter.co.uk/betaris-box/> (Accessed 2 March 2023).

Holmes, P.V. (2014) 'Trophic mechanisms for exercise-induced stress resilience: potential role of interactions between BDNF and galanin', *Frontiers in Psychiatry*, 5(7), pp.1-5. Available at: https://www.researchgate.net/publication/264793195_Trophic_Mechanisms_for_Exercise-Induced_Stress_Resilience_Potential_Role_of_Interactions_between_BDNF_and_Galanin (Accessed: 5 February 2023).

Independent Domestic Abuse Services (IDAS) (2023) *What is a MARAC?*. [online]. Available at: <https://idas.org.uk/bwl-advanced-faq/what-is-a-marac/> (Accessed 4 March 2023).

Independent Office for Police Conduct (IOPC) (2015) *Police use of force*. Available at: https://www.policeconduct.gov.uk/sites/default/files/Documents/research-learning/BMRB_use_of_force_report.pdf (Accessed: 1 March 2023).

Jasper, M. (2013) *Beginning Reflective Practice*. 2nd edn. Andover: Cengage Learning.

Jones, G (2023) *Models Of Reflection You Can Use*. [online]. Available at: <https://www.reflectivewriting.tips/models-of-reflection-you-can-use/> (Accessed 19 March 2023).

Mayo Clinic (2021) *Exercise: 7 benefits of regular physical activity*. [online]. Available at: <https://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/exercise/art-20048389> (Accessed: 31 January 2023).

Mulder, P. (2018) *Betari Box Model explained: the definition, theory and an example*. [online]. Available at: <https://www.toolshero.com/communication-methods/betari-box-theory/#:~:text=The%20Betari%20Box%20provides%20insight%20into%20the%20attitude,cyclic%20behavioural%20patterns%20at%20play%20in%20work%20situation> (Accessed 17 March 2023).

Nike (2022) *The 5 Benefits (and Drawbacks) of Running on a Treadmill, According to Experts*. [online]. Available at: <https://www.nike.com/gb/a/treadmill-exercise-benefits> (Accessed at: 31 January 2023).

NursingAnswers.net (2018) *Gibbs' Reflective Cycle*. [online]. Available at: <https://nursinganswers.net/reflective-guides/gibbs-reflective-cycle.php> (Accessed 18 March 2023).

Office of the Bedfordshire Police & Crime Commissioner (2023) *Use of Force Community Scrutiny Panel*. [online]. Available at: <https://www.bedfordshire.pcc.police.uk/use-of-force/> (Accessed: 23 February 2023).

Office of the High Commissioner for Human Rights (2021) *Equality is at the heart of human rights*. [online]. Available at: <https://www.ohchr.org/en/2022/01/equality-heart-human-rights#:~:text=%20Equality%20is%20at%20the%20heart%20of%20human,are%20all%20treated%20without%20any%20kind%20of%20discrimination>. (Accessed: 4 March 2023).

Police Geek. (2012) 'The Cycle of Conflict', Police Geek [blog]. 22 May <https://policegeek.wordpress.com/2012/05/22/the-cycle-of-conflict/> (Accessed: 27 February 2023).

Police Scotland (2021) *Use of Force*. [online]. Available at: <https://www.scotland.police.uk/about-us/how-we-do-it/use-of-force/> (Accessed: 24 February 2023).

Romas, J.A and Sharma, M. (2017) *Practical Stress Management*. 7th edn. United States: Academic Press. Available at: <https://www.sciencedirect.com/science/article/pii/B9780128112953000048?via%3Dihub> (Accessed: 19 February 2023).

Schram, B., Hing, W. & Climstein, M. (2016) 'The physiological, musculoskeletal and psychological effects of stand up paddle boarding', *BMC Sports Science, Medicine and Rehabilitation*, 8(32), pp. 1. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5057214/pdf/13102_2016_Article_57.pdf (Accessed: 15 January 2023).

Solan, M. (2022) 'Grab your paddle', *Harvard Health Publications. Harvard Men's Health Watch; Boston*, pp. 1. Available at: [file:///C:/Users/408582/Downloads/ProQuestDocuments-2023-01-16%20\(1\).pdf](file:///C:/Users/408582/Downloads/ProQuestDocuments-2023-01-16%20(1).pdf) (Accessed at: 16 January 2023).

Sullivan, C. (2017) *Interoperability of the National Decision Making Model*. [online]. Available at: <https://www.empac.org.uk/interoperability-national-decision-making-model/> (Accessed 28 February 2023).

WebMD (2021) *Mental Health Benefits of Running*. [online]. Available at: <https://www.webmd.com/fitness-exercise/how-running-affects-mental-health> (Accessed 31 January 2023).

Westgarth, C., Christley, R.M., Marvin, G. & Perkins, E. (2020) 'Functional and recreational dog walking practices in the UK', *Health Promotion International*, 36(1), pp. 109-119. Available at:
<https://academic.oup.com/heapro/article/36/1/109/5828411?login=false#231688480>
(Accessed: 24 January 2023).

World Health Organization (2022) *Physical Activity*. [online]. Available at
<https://www.who.int/news-room/fact-sheets/detail/physical-activity> (Accessed: 31 January 2023).

CONFIDENTIALITY and PLAGIARISM – Will be confirmed through Turnitin.

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

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

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

Signed: Cerys Morgan (Learner - Electronic signature or type name)

Date: 20/03/23