

## **Graduate Diploma in Professional Police Practice**

### **LEVEL 6 - 40 Credits**

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

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

**Learner name: Louise Bebb**

**Learner's University Registration Number:  
1920913**

## **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/aqh-chapters/chapters---en/Chapter\\_07\\_Assessment-Taught\\_Programmes\\_Pages\\_72-79-UPDATED-05-11-2019.pdf](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/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](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.

## Contents

| Workbook | Area of Professional Practice                                                                       | Word count              |
|----------|-----------------------------------------------------------------------------------------------------|-------------------------|
| Task 1   | Wellbeing and Resilience                                                                            | 1500                    |
| Task 2   | Communication Skills, Managing Conflict, Valuing Difference and Inclusion                           | 2500                    |
| 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<br><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:

#### Introduction

When not managed effectively, high levels of workplace stress can lead to several negative personal and performance outcomes (Rees et al., 2005:1) therefore it is vital to implement coping strategies in order to minimise this stress and develop resilience. The Springboard Center (2020) states that coping skills refer to strategies used to help you get through difficult situations that life throws at you. I will be discussing my initial 6 months training since being attested as a Police Constable, incorporating Gibbs' reflective cycle throughout my work in order to help me describe the training and how I thought and felt during those six months. I will also be looking at what I felt worked well and what didn't and then look at how I could manage stress more effectively in the future.

Professor Graham Gibbs' created his six stage reflective cycle in 1988, which was designed as a continuous cycle of improvement for a repeated or standalone experience (University of Cumbria 2020). The six stages are;

- Stage one – Description
- Stage two – feelings
- Stage three – Evaluation
- Stage four – Analysis
- Stage Five – Conclusion
- Stage six – Action Plan

The reflective cycle is useful for helping people to reflect on their experiences and what they have learnt from it. Gibbs (1988) states that 'It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience it may quickly be forgotten or its learning potential lost'.

#### Description of the Initial six months of learning

Due to the Covid-19 pandemic, there was uncertainty surrounding how the course was going to progress. A contingency plan was implemented and it was decided that the entirety of the six-month

course would be conducted remotely from home over the internet using laptops provided to us and I would only be attending specified locations in person for practical assessments.

I was provided with access to PowerPoints via Moodle and group lessons were arranged with the trainers via Microsoft teams and skype in order to teach us the various topics and legislation that was required. There were several days which were arranged where I attended various locations in order to do practical assessments and be marked on my ability to diffuse role-play scenarios. This was so that I could demonstrate to the trainers that I was competent in that subject area and be marked against set criteria.

### Feelings

I was initially expecting to conduct the 6 months of training in person at a police training facility, therefore I felt disappointed that I would not be getting this experience. I felt deprived of the social interaction with my colleagues and I did not get to develop the support network at work that I find helps me when I am feeling stressed or need advice. I found working from home difficult and stressful especially close to the exams and at points when there was a lot of legislation to learn as I had no previous knowledge of policing or law and found it hard to focus my mind on it and retain the information. I at times considered leaving the training course and returning to my original employment because I felt I spent longer hours, reading over work into the nighttime, which left me feeling exhausted. As I was working from home, I also found it difficult to separate my home life from my work life as the two spaces had now been combined and I was now working in the same room that I used to unwind and relax in.

I however thoroughly enjoyed the practical assessments, as it was the closest I was able to get to a police environment at that time. I learnt a lot by putting into practice what I had been taught and by watching my peers to gain tips. I also valued the feedback from my trainers and implemented this where possible. I enjoyed the practical assessments as I was able to socialise with other people on my course and realised that I was not alone in how I was feeling.

I was very conscious that as I was working from home, I was not getting the exercise that I needed or leaving the house as often as I used to therefore I found my mental health to suffer at times.

### Evaluation/Analysis

According to David Kolb's learning styles published in 1984, I am an accommodating learner. This learner style is 'hands on' meaning that learners prefer to take a practical, experimental approach (McLoed 2017). I believe this is why I struggled to stay focused at home and felt stressed as I like to do group activities and I learn by watching other people. Hill et al., 1998 believes that remote work can cause increased longer work hours (Klopotek 2017:43) which is why I felt exhausted quite often as I was definitely working past my normal working hours to ensure I did not fall behind as I felt I wasn't retaining what I had learnt.

I found it difficult to self-teach at home as I believe it is a distracting and unstructured environment. NHS online (2018) states that 'learning how to manage your time effectively can help you feel more relaxed, focused and in control'.

I needed to implement coping strategies to help me to stay focused and motivated as Olson et al., (1995) states that 'in order to work at home it is necessary to show strong motivation and self-discipline' (Klopotek 2017:42). One of the coping strategies I implemented was practicing mindfulness, which is defined as 'the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us' (Minfdul 2020). I did this by sitting silently in my bedroom and concentrating on any thoughts, sounds and my breathing. I also played mindfulness music on my Amazon device so I could focus on those sounds. This helped to relax me when I felt stressed and re-focused my mind onto my workload. I practiced mindfulness when I felt I needed it and it helped me to become more aware of my stress levels. I also watched yoga videos on youtube and did yoga in my bedroom during lunch periods which is something healthline (2017) states can help ease stress and lower your levels of the stress hormone cortisol.

I also often incorporated 5km runs into my schedule which helped me cope when I was feeling overwhelmed as Daily Mail states that people who exercise every day reduce their risk of anxiety and stress levels by more than 40% (NHS 2008). I found exercising boosted my mood and alleviated the tiredness that I had been feeling which enabled me to focus longer on my work. MayoClinic (2020) states that exercise can improve your sleep, which is often disrupted by stress. I also wanted to make sure that I stayed physically fit due to the nature of the role I was now entering.

I created revision cards which I wrote notes on surrounding the topics and legislation that I had been learning. After the working day had ended, I allowed myself set time to leave the house in order to go for long walks and carried these cards with me in order to read them as I was walking. I read the card then turned it over and said it back to myself. I found this to be very effective as I was not surrounded by any other distractions and was able to focus solely on the notes that I had made and found that I retained more information this way. I also wanted to incorporate physical activity as it improves overall brain function and buffers the negative effects of stress (Clow and Edmunds 2014:1).

## Conclusion

Over the 6 months training period, I found that I got easily distracted whilst at home and found it particularly hard to focus. I also discovered that I learnt best through practical exercises and visual material. This was particularly evident during practical assessments where I believe I excelled.

I implemented various coping strategies in order to minimise the stress that I was feeling because the workload at times did feel overwhelming so I combined exercise with revision notes so that I would not get distracted whilst reading my notes outside and I would also be benefitting my body and mental health. I also found that practicing mindfulness by sitting quietly in a room or doing yoga helped de-stress me and focus my mind back on the task at hand when I felt I had a lot on my mind.

I felt the various coping strategies helped me throughout the training period however I felt yoga did not benefit me as much as practicing mindfulness.

### Action plan

In order to ensure I am successful throughout the rest of the course and my career, I will ensure that I stay aware of my stress levels and take time to exercise or practice mindfulness when needed as I found each coping strategy I implemented useful in their own ways.

I will also ensure that I continue to exercise regularly moving forward as this does help alleviate and lower my stress levels when I am feeling overwhelmed with work commitments and allows me the time to do something I enjoy.

I will also ensure that I minimise any distractions that are around me so I can focus solely on the task at hand which will ensure I am more efficient and do not spend longer than needed on tasks.

Word count - 1584

## 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:

#### Introduction

During this task, I will be discussing a policing incident involving conflict that I was personally involved in and played a significant role. I will be describing the incident and discussing what communication skills I used or force if it was necessary, in dealing with this incident. I will then be reflecting on this in order to discuss my thought process throughout the incident and any considerations I needed to make. I will be using relevant theories and legislation that underpinned my actions and decisions.

The nature of policing is such that conflict is sometimes inevitable (College of policing 2017:3) therefore police often have to respond to and deal with conflict situations which involve violent and aggressive people (College of policing 2019:1). The level of conflict can vary from verbal abuse to serious public disorder and can also include weapons (College of Policing 2017:3). Using the National Decision Model enables police to decide how best to deal with conflict whether that be by using tactical communication or reasonable force. Burton (1988:11) states that 'If conflict is believed to be caused, for example, by individual greed or personal aggressiveness, it may seem appropriate and effective to employ repressive techniques against a party or parties'. Repressive is defined by Cambridge dictionary (2020) as controlling what people do, especially by using force. Another way to deal with conflict is by using communication skills, which are some of the most important skills an officer can possess (College of policing 2015:3). Mazerolle et al (2013) found that using

effective de-escalation and communication techniques during confrontational encounters has benefits as it can diffuse and calm a situation without the need for force.

The death of George Floyd, who died due to a police officer in the United States kneeling on his neck for a full nine minutes as Floyd told him, repeatedly, 'I can't breathe' has had great ramifications on policing in the UK as an event in the United States can have any implications for policing here also (Muir 2020). Muir (2020) also goes on to state that in regards to the BAME population, 'there is persistent and stark disproportionality in the use of police powers and in wider criminal justice outcomes'. In the current climate, communication skills and effectively managing conflict are vital in ensuring the use of police powers abides by the code of ethics and positively enhances the public's perception of the police.

#### Description

I received a message from the Force control room advising me of a missing person where there was a concern for his safety as he had left a suicide note at his supported accommodation and left the premises in the early hours of the morning. No direction of travel was known for the missing male therefore myself and my two other colleagues conducted an area search of the town centre in the police vehicle near his address and all bridges that cross the local river as I took into consideration his suicidal state of mind. Due to the time of night, the area was quiet and very few people were seen which would of made him more visible and easily identifiable.

Approximately half an hour into our area search, a male matching his description of clothing was sighted walking along a pavement near the city centre and the police car was stopped. When the male spotted the police car, he turned and attempted to run away from our direction therefore, I immediately exited the vehicle and run towards him with another officer and we both blocked his path causing him to stop. Due to concerns surrounding the male's mental wellbeing and the suicide note, I at first asked the male questions in order to confirm it was our missing person. The male attempted to push us out of the way using both his hands so he could leave. I took control of the males left arm to stop him from attempting to leave and he instantly became very aggressive and volatile with us. He began shouting and swearing at us to let go of his arm and he was using his body weight to lunge forward in an attempt to break free of our hold on him therefore my colleagues assisted me in placing handcuffs on the male for our safety. The male struggled throughout by continuing to push officers away from him and jerking his body and attempting to barge us with his shoulders therefore assistance from other police units was requested via the radio as I became aware of his strength and the risk of physical harm to myself.

Whenever spoken to, the male did not wish to engage and communicate with me and repeatedly swore and requested to be let go of so he could end his life. I refused this and kept attempting to communicate with the male and explain my duty in keeping him safe and preserving his life however he was still being verbally abusive and threatening. It was decided that the male would be sectioned under 136 of the Mental Health Act 2006 as he was refusing to co-operate and insisting he wanted to end his life therefore, the male was conveyed to a place of safety in the police van. The whole incident lasted approximately one hour until his arrival at hospital where my involvement in the incident finished.

#### The incident

The use of force and restraint against people in a mental health crisis or suffering from drug or substance induced psychosis can pose a life threatening risk (College of policing 2019:10) therefore I attempted to use tactical communication as much as possible during this incident. Tactical communication is defined as 'the use of communication skills with the purpose of achieving control' (College of policing 2015:3).

Before sighting the male, when I was in the patrol car conducting area searches in order to see if I could spot the male, I considered what my powers and policies were in dealing with this type of incident including whether he could be returned to his home address and pointed to agencies that could provide support or using my police powers under the Mental Health Act. As the male appeared to be in a mental health crisis, I wanted to use communication skills as much as possible to gain the males trust and gather information in order to provide support. I believed this would be the correct way to deal with this incident. Building a rapport is important as 'it gets the unconscious mind to accept and begin to process your suggestions. People are also made to feel comfortable and open to suggestions (Inspirational Solutions 2020). It became apparent quickly when the male sighted the police car and attempted to run that communication would not be my first option and I would need to use minimal force in order to stop the male from leaving.

Once I had taken hold of the males left arm, I tried to engage with him to confirm his identity and the circumstances that had led him to leave the suicide note and leave the address. The male would not engage with me and refused to provide any details and asked to be let go of so he could leave. As I had concerns for his welfare, I explained this to the male and assured him that he was not in any trouble as he appeared to be anxious however, I wanted to ensure his safety and wellbeing. I believe I approached the situation in a calming manner so that the male would trust me in the hope it would lead to him opening up and communicating back. The male eventually confirmed his identity as that of the missing person we were looking for however his level of aggression began to increase and the male began to raise the level of his voice. The male began shouting continuously at my colleagues and I to let him go and began displaying active resistance by clenching his fists and attempting to pull away in order to release his arm from my grip. The male also began to lunge forward with his body weight in order to use more force. I gave him clear instructions to stop resisting and stop struggling however he continued. I do not believe I struggle to be authoritative and believe this is one of my strengths. I assessed the threat and risk that the male now presented and tactical options I had available to me and I decided that handcuffs were necessary and needed to be applied to the male to ensure he didn't run off and also for the safety of myself and my colleagues to prevent possible injury. I had now also considered whether I would need to arrest the male for public order offences if his behaviour continued.

The strength and size of the subject was significant to my own therefore I felt justified in my actions of using handcuffs however I wanted to attempt to use tactical communication again to diffuse the situation as I was aware of the males mental health and his perception of the use force being used against him. I attempted to engage the male in conversation again and used open questions where possible to ask him to explain what had led up to him leaving his address and speak freely. The benefits of open questions are that they permit an unlimited range of answers (I said this in a calming manner, as I wanted to diffuse the situation and calm the male down in order to stop his aggression. I was mindful of not standing directly in front of the male whilst talking to him and stood off centre in case he attempted to assault me. The male still would not engage with me and repeatedly swore at me and demanded that I let him go so he could go and kill himself. He stated that he had assaulted officers in the past and would do it again if he had to. I did not feel frightened or worried at this time as I had dealt with conflict in previous employment and believed I was still in control of the situation and had appropriate support from other officers if needed.

I ensured I kept calm and explained to the male that I had a duty of care to him and as I knew what his intentions were, I also had an obligation under the Human Rights Act article 8, which is a right to life, and I had to protect that. I informed him that I would not be letting him go and it would be in his best interest to engage with me. I wanted to be authoritative so the male knew I was in control and there would be no choice in leaving however I didn't want to appear as aggressive. The male continued to struggle against myself and my colleague who were still holding his arms as he was handcuffed and he attempted to pull himself away from us by using his body weight. I could often see the aggression in the males face as his face had reddened and his teeth were clenched as were his fists. I was mindful of not showing my frustration to the male as I was aware of Betaris

box. The Betari box is a mental model that shows how your attitudes affect the way other people respond to you, and therefore, if you change your attitudes towards others, you can cause them to change their behaviour towards you (Farmer 2019). I continued to keep my voice calm and ask open questions to the male to extract information from him and as time progressed, this tactic appeared to work and the male's aggression matched my own and his mood then turned to sadness as he began to cry and responded to my questions. The male disclosed that he had mental health problems and had bad negative dealings with police previously which is why he reacted the way he did.

I believed I had begun to develop a rapport with the male however I was conscious not to let the male think that he was in control of the situation as he did begin to ask for the handcuffs to be removed again. When he was further told no by myself due to his unexpected behaviour, the male then began to escalate his aggression and began attempting to struggle repeatedly. I was mindful that the incident was not being resolved or progressing and the male was getting distressed and frustrated therefore I assertively gave the male the option to either return to his supported accommodation and seek support with their help or be detained under the Mental Health Act and taken to hospital for an assessment. The male did not wish to make that decision therefore I gave him a final choice or I would be making the decision, so I ensured he knew I was in control. The male still did not make a decision for himself therefore I informed him that I was detaining him. The male again turned aggressive and threatened to harm my colleagues and I If we did not let him go therefore a van was radioed for in order to escort the male to the hospital as I did not want to risk my colleagues safety by travelling in a car. Once the van arrived, he was placed in the rear and conveyed to hospital and that concluded my involvement in the incident.

### Conclusion

I have been exposed to conflict in my previous employment within the prison service therefore I felt confident in dealing with an incident of this nature and did not feel threatened or frightened. I felt I dealt with the incident correctly however I was conscious that at times I needed assistance due to the males strength. Upon initial arrival to the incident, I was not expecting it to escalate to the level of aggression that it did as I believed the person was in a mental health crisis therefore I had to ensure that I was constantly using the National Decision Model throughout to help me consider the options available to me as the level of aggression increased. At the time I felt that the best way to handle the situation was to be calming as often as possible and use a lot of open questions in order to build a rapport with the male and gain information however this did not work well and upon reflection, I felt I gave him too many chances which he abused and at the next incident of this kind, I would be more assertive and use aggressive counter verbal skills to gain control.

At the time I did not know any information regarding the male as I did not conduct further checks on him and his previous criminal history if any. Upon reflection, I would ensure that I conduct checks on a person beforehand so I am aware of possible warning markers as the male disclosed to me that he had previously assaulted officers therefore I would have been more aware of the risks and threats and how I can best protect myself.

I believe I addressed the incident well as my main concern was the males welfare and what support he needed if he was feeling suicidal. I feel like I acted within my duty and used reasonable force such as applying handcuffs due to the level of aggression presented and even though I was being verbally abused by the male, I felt that I kept my calm and repeatedly attempted to diffuse the situation. I sought help from additional officers when I felt I needed extra help as the males strength at points exceeded mine and I needed assistance to detain the male. The incident was concluded by the male being transported to a place of safety therefore I left the incident confident that the male was in the right place for treatment if needed and I could justify my actions. I also managed to capture the incident on BWV should the need to view it arise.

Word count - 2688

### 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*)

#### Task 3

During this assignment, I will be discussing a harassment incident that I played a significant role in and I will be discussing how I dealt with one particular adult victim of this incident and ensured they felt supported by following the Codes of practice and engaging the policing values. I will be using the Borton reflective model throughout my work. John DaBell (2018) states that 'Borton describes this model as a fluid process where no part of it can exclude another – it is a "continuous integrated flow" with no beginning or end'. Borton developed his model of reflection in 1970 which is based on three questions - What, So What and Now What.

University of Cambridge (2020) states that in order to use Bortons reflective model correctly, 'Firstly we should describe what the situation or experience was to set it in context, we should then reflect on the experience by asking 'so what?' - What did we learn as a result of the experience? The final stage asks us to think about the action we will take as a result of this reflection'.

A victim is defined as 'A natural person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence' (Ministry of Justice 2015:1). All police forces in Wales have a duty to provide services to victims under the Victims Code.

The Code of Practice for Victims of Crime was established by the Domestic Violence, Crime and Victims Act 2004 and came into effect in 2006 (Victims Support 2020). The victims' code forms a key part of the wider Government strategy to transform the criminal justice system by putting victims first (Ministry of Justice 2015). The code of practice sets out the services that must be provided to victims and states that victims are entitled to information on what to expect from the Criminal Justice system, making a victim personal statement which explains how the crime has affected them and to be informed about the police investigation and how it is progressing amongst other entitlements.

### Description of the incident

The first part of Bortons model is the 'What' process, which is the description of what happened, and what I or others did (John Dabell 2018). I had very little time to gather any information on route to the incident as I was near the address at the time that I was tasked to attend however one of the victims who was out of sight from the address met me and he explained what was happening. The victim stated that a family member of his was frequently attending their address several times a day harassing them for money to fuel his drug habit. The victim stated that the family member was continuously ringing his mobile phone, knocking the front door and ringing the door ball at all hours of the day. The family member was currently kicking the front door when I attended with my two colleagues and I could see a female through the window still inside the address.

The male reacted very quickly to officer presence and stopped shouting and kicking the door. As I had witnessed the male kicking the door and also been informed of the high levels of harassment from the victim, my colleague arrested the male for this offence and I assisted in searching the males property before he was conveyed to custody. I ensured my BWV was switched on to capture the evidence.

The male was taken in a police car to custody and I was tasked now with supporting the victims of the crime. The male and female who resided at the address were visibly shaken and upset by this event and stated that it had been happening more frequently the last week and they were frightened in case it escalated into violence against them.

In order to best support the victims, my first task was to take a witness statement from the male victim who wished to make a complaint regarding the perpetrators actions and he also stated he was happy to provide a victim personal statement which he wanted to read in court personally. I also completed a Domestic Abuse, Stalking and Harassment form (DASH) with the victim in order to determine what needed to be done to keep him safe and what level of intervention is required. After I left the premises, I was tasked with updating the victims on what action was being taken towards the perpetrator and made sure they were kept informed of any progress.

### The incident

Upon speaking to the male victim of this incident, I identified that the offence of harassment had been committed therefore I knew that I had a power of arrest under Section 1 Protection from Harassment Act 1997. Once the male had been arrested and taken from the address to custody, I stayed behind with a colleague in order to deal with the victim's separately as there were two, an elderly male and elderly female which were both visibly disabled. The victims were very distressed by this incident and therefore I decided my first action was to re-assure them of what was happening and where the perpetrator had been taken as they stated they worried in case he returned. I was very aware of the language I was using with the victims, as I didn't want them to misunderstand or confuse what I was saying therefore I avoided any police jargon or complicated language.

Under the Codes of Practice, the victims were entitled to be informed about the police investigation therefore I explained that the perpetrator had been arrested. I also informed the victims that if the male was released on bail, conditions could be added to stop the perpetrator returning to the address and if he breaches this, then police will attend. This seemed to calm the victims nerves and made them feel safe and reassured which made me feel that I was helping and contributing to their safety.

My responsibility was to now take a witness statement from the victims in order to confirm they wished to make a complaint and to provide an account of what had happened. As there were two victims, I tasked myself with taking a witness statement from the elderly male. I was aware that the social setting we were in was not fit for the purpose that I needed as it was very compact, cluttered and not able to accommodate the two

victims being spoken to separately which I would have preferred. This made statement taking quite difficult as the victims would often talk between themselves and this seemed to delay the process that I needed to follow. I believe I was compassionate as I wanted to ensure that the victim was sat in a comfortable position in the address as I was aware of his physical disability and wanted to make the process as comfortable and less intimidating as I could for him. I also made sure that I sat down as I didn't want to appear intimidating.

As part of the initial process to taking the witness statement, I advised the victim that he may be required to attend court to give evidence and asked if he would be willing to attend which he stated yes he would be. I then discussed special measures with the victim. As part of the codes of Practice, I was aware of enhanced entitlements for victims if they met the criteria. The code sets out enhanced entitlements for persistently targeted victims and vulnerable or intimidated victims (Ministry of Justice 2015:11). By providing victims with enhanced entitlements, it ensures that victims are directed to the correct service provider best placed to provide them with support.

I identified that the victims may be entitled to enhanced support as I believed them to be vulnerable due to their age and could possibly become intimidated because the perpetrator was a close family member. I had also identified through conducting a check on the Niche system and searching under their address, that there had been several calls made to police within the last week surrounding this family members persistent behaviour therefore they could be classed as persistently targeted victims. As I was completing the witness statement with the male, I discussed special measures with him due to the distressed state he appeared in, his age and his disabilities. I considered whether he wished to give his evidence away from a court room in case he feared attending court and giving evidence against a family member. I discussed this with the male and explained that screens can be available to shield him from the defendant and also giving evidence via a live link so he could give evidence outside the court. Special measures are defined as 'a series of provisions that help vulnerable or intimidated witnesses give their best evidence in court and help to relieve some of the stress associated with giving evidence' (CPS 2020).

After I had taken the witness statement, the victim wished to make a victim personal statement. I was also aware that he was entitled to do so under the Codes of practice. I asked the male whether he also wished to read this in court which he stated yes he would. I allowed the male to speak freely about how the crime had affected him and recorded this accurately which I then read back to the victim to confirm it was a true account and he signed it. I made sure that I was actively listening to what he was saying and used non verbal gestures such as nodding my head and eye contact. I tried not to interrupt the male when he was speaking in order for him to give a free narrative of what happened however at times I did have to interject as he was straying off topic into a different subject. Indeed (2020) states that the benefits of active listening are that 'when people know they can speak freely to you without interruptions, judgment or unwelcome interjections, they'll be more likely to confide in you'.

When I had finished the documents I needed to complete, I discussed with the male on when and how he wanted to receive updates on the status of the case. I advised him that I will contact him when there is any progression that he needed to be aware of and I also provided him with my work mobile number in case he needed to contact me. Later on the same evening, the perpetrator was released on bail from custody however bail conditions were set in place which prohibited the perpetrator from attending the victims home address at any point or contacting him by any means. I contacted the victim on his phone to inform him of this and I discussed the bail conditions with the victim in order to help him feel that even though the perpetrator was released, conditions were in place to stop him being harassed further which he was grateful for.

### So what

Using Bortons model, the next stage of the reflection process is the 'So what' stage which is where I consider what I could of done differently and my feelings at the time. At the time of the incident when the perpetrator was still present at the property, I was conscious that the situation could escalate and more force or units may be needed however the perpetrator was compliantly arrested. After he had left the scene, I felt concerned about the victims as they were visibly distressed and as the male was elderly, I wanted to make sure his health did not suffer therefore felt my priority was to make sure he was comfortable and calm before I delved into taking any statements. I believe this worked well because I felt sympathetic towards the victim as the perpetrator was a close family member therefore I felt I had to be sensitive when discussing the incident as I was aware that even though he was a victim of a crime, he may become disengaged if I talked negatively regarding the perpetrator therefore I was mindful of what speech I used and how I explained processes.

I let the male lead the conversation surrounding the incident so I could gauge his response towards the perpetrator and I ensured I was sympathetic and respectful of how he felt. I made sure to ask the male if he wanted to take any breaks as at times I could see that the victim was becoming flustered and panicked, these breaks I believed gave him time to re-collect his thoughts and allowed me to obtain the best evidence I could. I was always mindful of the policing values as Gwent Police (:15) state that 'Supporting the needs of victims and witnesses is an essential part of our policing'

The Gwent Police values that have been developed include caring, fair, trusted, responsive, and professional (Gwent Police N.D.:6). I wanted to ensure I abided by these and always had them in my mind. I believe I demonstrated being caring throughout dealing with the victim and that I acted in a professional manner.

### Now what

For my development and in future incidents where I deal with victims, I need to understand and develop my knowledge surrounding victim support services as it was something I had very little knowledge about and struggled to explain to the victim. After completing all the necessary statements and forms, I knew I had to ask the victim if he wanted to be referred to any support services and the victim then asked what that was. I then struggled to explain the process to him as I have not had to do so before. I asked my tutor for assistance and if he could explain the process to the victim so that I could listen and learn the process from that. Learning about the victim services would enhance my ability to deal with victims and I believe would make me feel more professional. It would also help me to be able to improve the support I provide victims and would make me feel that I am succeeding in my role.

I feel that I dealt with the incident appropriately and followed the correct procedures in dealing with an incident of this nature. I was aware of what actions needed to be completed in terms of the witness statement, VPS and DASH form. I believe I identified the victims' needs in terms of vulnerabilities so that I could best support them. I found it difficult to take a witness statement from the victim because he was very distressed and kept confirming information with his wife who was sat next to him on the sofa. In order to achieve better evidence during future incidents that I deal with, I would seek to separate the victims and speak to them individually so I have their full attention. Due to the social setting of the house, which was very compact and did not have any other available seating areas, I had to manage that situation as best I could.

I considered while I was at the address whether it would be more beneficial to take a statement and complete a DASH form at a later date in order to allow the victim to de-stress. I was however conscious that as the perpetrator was a close family member that the DASH needed completing at that time in order to ensure that the risk to the victims was assessed and they were protected. I also knew I was accountable for my actions, which is one of the policing principles therefore I wanted to ensure I took the correct action which I could justify.

'Interpersonal skills are the foundation for success. People with strong interpersonal skills tend to be able to work well with other people, including in teams or groups, formally and informally' (SkillsYouNeed 2020) therefore the main learning that I have taken away from this incident is how valuable interpersonal skills are. It appeared to me that the victim wanted someone to talk to as well and unload how he was feeling therefore I knew it was important to listen to him and sympathise where necessary. I have learnt however that I need to learn to interject when there are times when I need to keep the victim on track and make sure I gather the information that I need.

Word count - 2744

## 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:

#### Introduction

Police decision making is often complex and police have to routinely make difficult decisions in fast moving situations (Blackstones 2019:79). Police officers have been provided with a framework which helps them make more effective decisions both at the time of an incident and afterwards, this has been called the National Decision Model (College of Policing 2014). College of Policing (2014) states that the model has six elements with the Code of Ethics in the centre which highlights the need for all police decisions to be consistent with the principles and standards of behaviour which is set out in the code.

The College of Policing (2014) states that using the model encourages officers to use their discretion where appropriate as sometimes, police officers might need to work outside of policy if the circumstances require however this needs to be justified and documented (Blackstones 2019:80).

Police discretion is a constant consideration within police services (UKEssays 2020) and is necessary, but must be used wisely (College of Policing 2014:9). Police officers need to consider any relevant policies and procedures when considering using their discretion. Newburn and Neyroud, 2008 defines police discretion as 'the freedom of the individual officer to act according to his or her own judgement in particular situations' (Blackstones 2019::80). Scraton, 1985 highlights that discretion is involved in different stages of policing and it is something that is available to an officer on whether to stop, search, arrest and charge (Poyser 2004).

During this task, I will be discussing a Road traffic incident where I played a significant role. I will discuss where I have applied the National Decision Model and discretion in order to resolve and deal with the incident. I will also be discussing my responsibilities surrounding the recording and retaining of significant information.

### Description of the incident

I was on mobile patrol in a marked police vehicle with two other colleagues. It was late afternoon and as there was not many calls coming through to the force control room at that time, we were proactively patrolling the local roads in order to have that policing presence to deter any possible crimes. As the police vehicle was driving down a main route, I decided to conduct a vehicle check on the car directly in front in order to practice using the police systems on our force mobile phone.

Upon conducting checks on the vehicle, the police system highlighted that there was no insurance on the vehicle which therefore meant that it was illegally being driven and not safe to be on the roads. It was then decided by myself and my colleagues to pull the vehicle over in a safe place so we could talk to the driver of that vehicle and take relevant action.

Once a safe place was found, the driver of the vehicle was pulled over and I exited the car to speak to the female driver regarding having no insurance. The woman also had a young child with her at the time that she was stopped who was sat at the rear of the vehicle. The woman advised me that she had recently bought the car and was aware the insurance recently run out. Through further questioning, it was discovered that the woman was waiting for her benefit payment to come through in a couple of days time in order to take out insurance on the vehicle. I issued the woman with a Traffic Offence Report and required her to seek the necessary insurance for the vehicle before it could be driven further.

### The incident

As the patrol vehicle I was travelling in was directly behind the vehicle in question, I had limited time to gather information and conduct a thorough check on the vehicle and the registered owner. I considered what information I needed to know and felt I needed to be aware of any warning markers or intelligence in relation to this person so that I could ensure mine and my colleagues safety when stopping the vehicle. I used this information as part of the NDM to help me make an assessment on the threat and risk that the incident is presenting and concluded I needed to take action immediately in order to protect any road users and resolve the situation. I also considered the risk of harm that the driver could pose to officers, which helped determine my strategy on whether assistance from other officers would be needed or if it was appropriate for myself and colleagues to deal with. According to the Police National Computer, the driver did not have any previous convictions for motoring offences and did not pose a threat to officers therefore, I deemed it safe to pull the vehicle over with just my patrol vehicle. I also assessed the threat and risk of having to pull a vehicle over on a busy road as that could cause an obstruction or accident. I decided that the best course of action would be to pull the vehicle over on a safe spot such as a layby or parking space which was found a short while later therefore the vehicle was pulled over.

As I exited the police vehicle and approached the stopped car, I again used the NDM to decide what my contingency plan would be if the driver did not engage as I anticipated and attempted to drive off and evade being spoke to. I decided that as I now had the vehicles registration plate recorded in my phone and I knew what location I was in, I would be able inform the force control room who could then task the Area Support Unit and alert them to this vehicle if needed as I am not trained to pursue a vehicle nor would I feel safe doing so.

The driver of the vehicle was a lady who was very compliant and willing to co-operate. As I was talking to her, I noticed a young child sitting in the rear of the car and again I used the NDM to assess the risk to the child

which was low at this time as the woman was compliant however I was aware the incident could escalate at any point and the child may then need looking after if she was arrested. I asked the woman to step out the vehicle and stand on the pavement as not only would this keep her safe, but would also mitigate the risk of her driving off in the vehicle.

The woman stated she had recently bought the vehicle and was aware that the insurance had expired however was going to renew it when she got home as she had her social benefits paid into her account that day. The woman stated she knew the vehicle was not insured therefore she satisfied to me that she had committed an offence. I spoke to the woman and asked questions surrounding her financial situation and whether she worked on top of receiving social benefits. She confirmed she worked part time.

I asked the woman to provide her driving licence which confirmed she was the registered owner and the same person that I had conducted checks on previously. I decided to gather further information and conducted a historical insurance check on the vehicle, which highlighted that the insurance expired 14 hours prior. As she had committed an offence, I wanted to ensure that I took positive action. I used the NDM to consider what my powers and policies were which included seizing the vehicle and issuing a Traffic Offence Report. I was able to use the Police National Legal Database, which provides me with knowledge of legislation and offence wordings in order to help me make a decision. I accessed this site on my force mobile phone and knew that the Road Traffic Act 1988 would be the parliamentary Act that I needed to look at. I was able to locate Section 143, which states that a person must not use a motor vehicle on a road or other public place unless a policy of insurance is in force. As the vehicle was being driven without insurance and I knew what Act this was in breach of, I then considered using Section 165 of the Road Traffic Act 1988 to require the driver of the vehicle to produce their certificate of insurance in order to confirm my suspicion of them having no insurance. I would then have a power under Section 165A to seize the vehicle and remove it.

As she had no motoring offences, I considered what options were available and due to her circumstances, I decided to use my discretion in dealing with this offence. The lady did not wish to evade police when asked to pull over nor was her driving inadequate. The lady had been honest regarding her situation and the vehicle had only recently ceased to have insurance. The woman stated she would not be able to get to work without her vehicle therefore would financially struggle. I justified my action as I felt if I seized the vehicle for having no insurance, then that would be at the detriment to the woman and her child and could put her at a further financial disadvantage and her employment may suffer. The woman stated that she was on her way home and provided her address which was approximately two streets away from our location.

I had now reached the end of the NDM and decided which action to take. I informed the lady that I would be issuing her a Traffic Offence report for driving without insurance and I completed the necessary form using the information I already collected and her driving licence details. I gave the woman a copy of the TOR and informed her of the process that would happen next. I then informed the lady she would need to leave her vehicle locked and secured in the location it was in and would not be able to drive it home. I informed her I would not be seizing the vehicle or issuing a ticket however she would need to walk home and take out the necessary insurance policy in order to cover the vehicle and she could then return to collect it.

After the incident, I reviewed the action I took and I felt this option was proportionate and justified in the circumstances and believed the way in which I dealt with this lady would provide her with a positive outlook on the police force. The vehicle was parked in a safe place and therefore would not cause issues to other road users until the lady was able to collect the vehicle.

The Code of Practice to the Criminal Procedure and Investigations Act 1996 states that 'any police officer involved in the conduct of a criminal investigation have a responsibility for carrying out the duties imposed on them under this code including, in particular recording information and retaining records of information and

material' (College of Policing 2020). In order to comply with this Act, I supplied the woman with a copy of her Traffic Offence report and retained a copy which would be used as part of the criminal proceedings. I was aware of my responsibility under this Act to ensure that all material relevant to the investigation was retained and made available.

Ministry of Justice (2015:7) states that 'where information which may be relevant is obtained, it must be recorded as soon as practicable after that time' therefore once I had returned to the police station, I completed an MG11 witness statement to ensure I captured the incident I had witnessed. I then filed the TOR in the relevant process book for the sergeant to sign off and then it be sent for consideration. I had also activated my body worn video camera during the incident which I then uploaded onto the correct police site in case it was required. I had also made sure that I recorded a description of the incident on my mobile phone in the Ipatrol application in order to ensure that there was a running record of why I took the actions I did. I had no further material to consider.

### Conclusion

I was able to use the NDM when dealing with this incident and often found myself referring to different stages of the NDM at different periods as the model is flexible and allows for continual re-assessment. I made sure that I was aware of any legislation surrounding this incident so that I was best informed to make a decision and justify the action I had taken and I was able to do this by using the police national legal database.

At the heart of the NDM is the Code of Ethics. College of Policing states that 'the Code of Ethics includes the principles of 'fairness' and 'respect' as research has shown these to be crucial to maintaining and enhancing public confidence in policing'. There were no cultural, ethnicity and language issues that I needed to take into consideration for this incident. I always made sure I abided by the policing principles. I treated the woman with respect by speaking to her fairly and with dignity. I believed by issuing a TOR and taking the action that I did, I acted with integrity and used my powers lawfully. I explained my decisions to her in a clear civilised tone so that she felt she was being treated fairly and that I had not abused my powers.

Blackstones (2019:541) states that the CPIA is central to correct procedures being followed and it is vital to ensure compliance by recording, retaining and ultimately revealing relevant material. I made sure I managed all material with confidentiality and recorded information correctly and followed procedures in storing this information and processing it. As the incident was not a high risk and could be dealt with by an out of court disposal, I did not need to record a lot of information and College of policing (2014) believes that 'the record should be proportionate to the seriousness of the incident'.

I believe from this incident I was able to justify my actions and acted within the law. I have learnt that I can use my discretion where appropriate as long as I can justify my reasons and it does not put others at risk.

Moving forward in my role, I will continue to use the NDM during incidents as I believe it worked well and helped me make better informed decisions as I was continuously reviewing my actions. I believe using the NDM as well also helped me to write up any paperwork that I did as it helped me structure my statements and justify my actions.

Word count - 2451



## 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                                                                                                                 |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Offence wording and legislation                                  | Using the PNLD which lists the offences and states the definition along with the points to prove<br><br>Reading Blackstones to further develop my knowledge                                                                         | My tutor<br><br>My sergeant<br><br>The university | This will be a continuous development however I will seek to test myself at the end of every month on what I have learnt |
| Increasing my knowledge surrounding support available to victims | Utilising the Beat in order to access the victim services section in order to read the documents on there such as how to refer a victim to Connect Gwent etc<br><br>Speak to my colleagues who have experience of referring victims | Connect Gwent<br><br>My colleagues                | 14/12/2020 which I when I become independent at my station however this will be an ongoing development                   |
| Completion of forms and paperwork                                | Using the Niche practice area in order to practice creating and submitting reports                                                                                                                                                  | Niche practice area<br><br>My colleagues          | I will give myself 3 months to use this practice area and re visit my progress.                                          |

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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**

## 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: Louise Bebb (Learner, Electronic signature or type name)

Date: 29/11/2020