

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

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

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

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

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**Learner's University Registration Number:  
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## **FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME**

***Module title: Professional Police Practice 1 (PCDA)***

## **Workbook Guidance**

Please read these notes carefully; they provide essential information.

### **What is the workbook for?**

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

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

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)

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

### **How should the workbook be presented?**

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

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

[https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter\\_07\\_Assessment-Taught\\_Programmes\\_Pages\\_72-79-UPDATED-05-11-2019.pdf](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

[https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf)

### **How is the workbook assessed?**

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

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

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

Once submitted your workbook will be assessed and marked independently.

## Confidentiality

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

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

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

**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:**

| <b>Workbook</b> | <b>Area of Professional Practice</b>                                                                             | <b>Word count</b> |
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| Task 1          | <b>Wellbeing and Resilience</b>                                                                                  | <b>1000</b>       |
| Task 2          | <b>Communication Skills, Managing Conflict, Valuing Difference and Inclusion</b>                                 | <b>1500</b>       |
| Task 3          | <b>Criminal Justice, Valuing difference and inclusion</b>                                                        | <b>1500</b>       |
| Task 4          | <b>Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)</b>       | <b>1500</b>       |
|                 | <b>Bibliography</b>                                                                                              |                   |
| Task 5          | <b>Development Plan</b>                                                                                          | <b>500</b>        |
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|                 | <b>Total</b>                                                                                                     | <b>6000</b>       |
|                 | <b>Confirmation of Confidentiality and Plagiarism</b><br><i>This is confirmed by submitting through Turnitin</i> |                   |

## Task 1

### Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

*Guidance:*

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

*1000 words (+/- 10%: include your actual word count at the end of each section)*

#### ANSWER:

Over the first six months on the training course, I have used multiple ways to cope with and minimise stress, which in turn increased my resilience to the strains that can occur on the mind and body, when put in a new learning environment. Especially when it is an environment where you are training to be a police officer, which is a job that will require developing mentally and physically, to be up to a professional standard for deployment, when the training is complete.

I have used several techniques outside of training school in order to keep myself fuelled and fit for purpose. In brief summary these would include activities such as going to the gym, stretching and meditation. All of which in their own way help with some aspect of destressing and can also be incorporated into developing as a better police officer, outside of working hours.

Outside of work, going to the gym is my main hobby. I have been working out and logging my progress for over ten years. In this time, I have developed many training regimes, that are generally aimed at keeping fitness levels high, but can differ depending on the time of year and what area I am trying to focus on. Depending on the time of year, my goal may either be, putting muscle mass on or stripping body fat.

Physical activity reduces stress by releasing endorphins, which are chemicals produced in the brain during times of pain and stress; they also improve your mood and decrease tension. Working with weights -- anaerobic exercise -- stresses and tears muscles, which increases endorphin production based on the intensity and duration of exercise. You can maximize the stress reduction from endorphins with a multi-joint weight-lifting workout and rest periods between sets.

McNary / SportsRec (2011)

Through winter months, during my training school period, my routines focused on heavy compound exercises. Compound exercises are single exercise that hit multiple muscle groups simultaneously, such as a squat or deadlift. The combination of more compound exercises and less cardio ultimately means that more muscle can be built through this type of training, where your energy is spent building the muscle, rather than used developing the cardiovascular system; I will still train cardio, but it is

reduced to once or twice a week, as opposed to after every weight session in the summer months.

Compound exercises are multi-joint movements, like squats and bench presses, that work several muscle groups at once. Compared to smaller isolated movements that focus only on one muscle group, compound exercises target more muscle groups and help the body to burn more calories and fat.

Munye / AMM Fitness (2019)

Usually, every six to twelve weeks, I will make a new plan of what I want to achieve within this time frame. I write a plan of what I am going to do each day of the week, with different exercises to hit each session. When attending the gym, I will make a record of the weight I have used, so that the next week I know what I've done previously and aim to beat this weight or at least, manage the same weight as last time; this is called progressive overload.

This principle involves continually increasing the demands on the musculoskeletal system to continually make gains in muscle size, strength, and endurance. Simply put, in order to get bigger and stronger, you must continually make your muscles work harder than they're used to. Most often, that means increasing the resistance, but as you'll find below, there are other methods to increasing the overload.

Goulet / Bodybuilding.com (2021)

Each new plan will have a custom-made diet that I produce myself, that will mirror what I want to achieve in the gym, if I want to build muscle, I will eat more calories than my total calories burnt a day and if I want to lose muscle, I will eat less calories than my total calories burnt in a day. I do this by calorie counting, adding up every single calorie consumed throughout a single day. Using the combination of calorie counting and weightlifting is how I keep in shape and ultimately destress and increase resilience in training school; both have good benefits individually to keep in shape, but when put together they maximise the benefits available to me.

Calorie counting is a common strategy for weight loss. It involves counting the calories in every food and beverage that you consume throughout each day.

Stein / Lark (2021)

After my gym sessions in the evening, I carry out a stretching and meditation routine, usually focusing on stretches that will target muscles I have trained in the gym that

day. In the next paragraph StretchSPOT have referred to stretching as an exercise and have outlined the benefits of how it can relieve stress.

Exercise loosens the muscles, encourages deep breathing, and improves blood circulation. These directly combat the physical symptoms of stress, such as painful back muscles, a clenched jaw, taut facial muscles, dry mouth, and tense posture. According to Harvard researchers, putting the body in a relaxed state through exercise can send calming signals to the mind. This approach can break the stress cycle and improve mental fitness.

StretchSPOT (2020)

Following stretching, I go into ten minutes of meditation, which I separate into three separate periods. The first period I reflect on the good things that have happened through the day, be it something I've accomplished in work or the gym, or having caught up with friends, reflecting on these moments to bring happiness into mind. The second is what I want the next day to bring, if I've had a particularly stressful day, I will identify the problem and aim to avoid this happening the following day. The final part is clearing everything from my mind and focusing on peacefulness. This allows me to get up and feel rejuvenated after a meditation, having lost all my worries of the day, getting into bed ready to start a new day with a fresh beginning. This is the final part of my routine that helps me reduce stress and strengthening resilience.

When you meditate, you may clear away the information overload that builds up every day and contributes to your stress.

The emotional and physical benefits of meditation can include:

- Gaining a new perspective on stressful situations
  - Building skills to manage your stress
    - Increasing self-awareness
    - Focusing on the present
    - Reducing negative emotions
  - Increasing imagination and creativity
  - Increasing patience and tolerance
    - Lowering resting heart rate
  - Lowering resting blood pressure
    - Improving sleep quality

Mayo (2022)

Word count: 1096

## 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:

Myself and my tutor were out on mobile patrol and had been dispatched to a 999-emergency call from the control room, where we were told that two pupils had been fighting at a school specifically for children with additional learning needs. It was reported that a female student had pushed a male student into a metal fence as they were outside, leaving school for the day, and started to punch the male student; no further details were passed through at this time. On first thought I believed the offence to have taken place was common assault - battery.

Common assault by battery involves the actual use of force by an assailant on a victim but only results in very minor or no perceivable injury. It is the intentional or reckless application of force on another, and can range from a push to a punch, and depends on how much harm is done, and the injury received.

(Bryant and Bryant, 2021, pg 357)

Common assault and battery shall be summary offences and a person guilty of either of them shall be liable to a fine not exceeding level 5 on the standard scale, to imprisonment for a term not exceeding six months, or to both.

Subsection (1) is subject to section 1 of the Assaults on Emergency Workers (Offences) Act 2018 (which makes provision for increased sentencing powers for offences of common assault and battery committed against an emergency worker acting in the exercise of functions as such a worker)

Criminal Justice Act 1988

On first arrival we were greeted outside the main door to the school by one of the teachers, who told us that the male had left with his mother, however the female had gone back inside the school and locked herself in the kitchen, threatening that she was going to burn herself on the electric stove. We all entered the school and headed towards the kitchen unit; I was handed a key to open the door from the hallway. On arriving outside of the kitchen door, we could see the student through the glass window, who was stood over lit hob waving her hand around over it. The student saw us and immediately told us she was feeling suicidal and wanted to hurt herself for what she had done.

I immediately opened the door with the key and pushed my way in front of the student and the hob, facing the student and turning the hob off behind me. I told the student "You don't have to hurt yourself for anything you have done, why don't you come out and speak to us". Immediately the student who was seeming glum and sorry for herself changed her tone and became aggressive, shouting "why should I have to speak to you?", I attempted to calm the student in the kitchen unit by asking her questions about her day, in a relaxed manner, but she was being unresponsive and only spoke to say "move out of the way" or "I want to kill myself". The student left through the kitchen door that was open, running into a classroom opposite the kitchen and now locked the door. Through this door window I could see she had picked up a computer mouse and wrapped the wire around her neck to choke herself. This is where I knew immediately that force would need to be used in order to protect the student from herself.

I entered the classroom using the key and grabbed the student's arms so she would not pull the cord tighter. My tutor who had come in behind, found scissors in order to cut the cord away from the student's neck. Cord cut, I let go of the student's arms, but she attempted to climb out of an open window in order to escape. I caught her around the neck with my left arm, holding the window frame for support with my right, and pulled the child back into the room. When back inside I took the student to the floor as she tried to hit and kick me whilst I still had my arm around her. I knelt on the student in order to stop her from attempting to thrash out at me. Saying in a polite manner "Please stop, we are only here to help you". Asking if I was okay, my tutor left the classroom to speak to the student's carer who had arrived at this point, leaving me and the student in the class alone.

When the student settled, I would ask her if she wanted to get up and sit on the chair in the corner of the class. She agreed, got up, but then proceeded to try and flee again.

This process happened five or six times. After each attempt I would take her back down to the floor where I knelt on her, asking her to please comply as I did not want to hurt her. After about sixth time of asking, she accepted and went and sat on the chair. The student would not speak about the incident when I asked, however she became happier when seeing some of her artwork on the wall of the classroom, I decided to ask her about this, and we started to talk about school instead. If I ever tried to change the subject back to the assault or why she wanted to harm herself, the student would become more aggressive and try to escape again. After two attempts I'd learnt it was better to talk about school than try and get any information about the incident from her.

My tutor came in ten minutes later with the carer, who explained to the student that she was going to be conveyed back to her care home. She gladly got up and left with no further incident, allowing myself and my tutor to carry out more enquiries on the incident.

Using Betaris Box I will now explain how I feel my actions affected those of the student in question, highlighting what I believe made her calm, and what increased her aggression.

On first receiving the call, I believed we would be finding an aggressive student, from the information that we had been given about a potential fight. However, on first meeting the student I didn't expect her to say she was feeling suicidal about the incident. This changed my attitude into wanting to help the child, knowing I should enter the room with some understanding and try to find out her side of the story. This led me to being calm with the student when I had opened the door and tried speaking to her about the incident. I do not believe the student didn't like my manner, more than she didn't like the fact that I was asking questions about what she had done, this is when she started to become aggressive in tone and attempted to push passed me. Still with the suicide comments on my mind, I wasn't aggressive back to the student and let her push me. I believe this was a mistake as I let her push past me and walk out into another classroom. I still thought to give the student space, but this is when she shut and locked the door behind her and picked up the mouse to choke herself with. Luckily, I still had the key to enter the classroom, but I now knew my tactics had to change as she would not listen to reason and still proceeded to try and harm herself. This is when I used force on the student, grabbing her arms for her to stop pulling the cord. My actions only made the student angrier, now shouting in my face to let go of her. I thought by letting her go, she would now be calm and talk to us, only to find she would try and escape through a window. Still my decision was to use force as I didn't want the student to run away, I pulled her to the floor in order to restrain her. I do not feel it was necessary to use hand cuffs, as at this point, we had not decided to arrest her for the assault. My attitude was going from that of sympathy to that of remorse, as I believed the student was only saying she was suicidal to release herself of police presence as she was completely uncooperative to questioning. Each time she tried to escape made me more determined not to let her go, and each time I was quicker to restrain the student. After continuingly asking the student if she want to sit on a chair instead of the floor she finally agreed. Through my actions of restraint, the student was now calm and for a while did not attempt to flee. I was calmer myself now, having some time to catch by breath but we still had no answer from the students perspective of what happened. Calmly I asked her what had happened that day, but the student

made an effort to run again. I pushed her back into the chair and blocked any attempts she made of getting up. I decided to ask again, this time she just sat in silence. The student was not looking at me, instead was looking at something on the wall. I asked what it was and she told me it was a picture she had drawn. I could see she was calmer now and didn't want to upset her again and decided to ask her what else she does within the school. This allowed me to start building a rapport with the student who was now happily chatting to me about maths and art classes. I decided not to broach the subject of the incident again and believed we could question her another time. This is when her carer came in and told the student she would be conveyed back to her care home. Through my actions of not perusing questioning of the incident, I believe I changed the student's mood by talking about her schoolwork, stuff she seemed happy about. She happily got up and went with her carer, not trying to flee on the way out.

Word count: 1612

### 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:

Myself and my tutor were out on mobile patrol and had been dispatched to a 999-emergency call from the control room, where it has been reported that a male with sever learning difficulties and mental health issues, had run off from his carers whilst out for a coffee, and was attempting to walk into the road nearby, in an attempt to commit suicide.

On first arriving at the scene the male in question was against a fence and holding on, the fence was adjacent to a busy road that we had drove down. The male was accompanied by a male and female, both of which were the suicidal males' carers.

The male career came over to us and explained that the three of them had been out for a coffee, at a coffee shop 200m down the road, where everything had been seeming normal. The suicidal male had gotten out of his seat without warning and left the café, and on multiple occasions attempted to walk into oncoming traffic, it was only for the carers following the male and pulling him back any time that he attempting to walk into traffic. After a few failed attempts the male came away from the road and over to the fence, gripping on so that no one was able to move him from there. It is at this point when the police arrived. Before going and talking to the suicidal male, we were also told by his carer that the subject was mute and did not communicate verbally, he can listen and understand what you are saying by nodding in agreement or the negative, or can also communicate by typing on a phone, which was his usual method of communication.

I approached the suicidal male who was still holding onto the fence, who was still accompanied by the female carer. I introduced myself to both parties, the only response I had was from the female carer. I attempted to engage with the suicidal male, but he would look in the other direction and avoid making eye contact. This carried on for a number of minutes.

The female carer pulled me to the side and began to tell me that this has happened on a number of occasions previously, where the male would run off and attempt to commit suicide. The carers were always close behind with a watchful eye. This had been the first attempt in a few months.

The subject hadn't done anything wrong for police to arrest him, in order to safely move him away from the area. This is when the idea of a section 136 under the mental health act came about.

Section 136 gives the police the power to remove a person from a public place, when they appear to be suffering from a mental disorder, to a place of safety. The person will be deemed by the police to be in immediate need of care and control as their behaviour is of concern. It is important to point out that a person is not under arrest when the decision is made to remove the person to a place of safety. The police power is to facilitate assessment of their health and wellbeing as well as the safety of other people around them.

When the person arrives at the designated place of safety they will be greeted by the nurse in charge of the unit and an assessment under Section 136 is co-ordinated. The police will complete a form to provide details of the circumstances leading up to their decision to remove the person on a Section 136. The police and the health and social care professionals will make a mutual decision about possible risks to determine whether the police remain in attendance for the duration of the assessment. The person will then be assessed by the Approved Mental Health Practitioner and an approved Doctor. The Section 136 power ends once the assessment process has been completed and a decision has been reached by Health and Social Care professionals as to whether the person requires further assessment or treatment or whether they can be discharged.

#### *Section 136 Mental Health Act 1983*

The male had not moved from the fence in all the time we had been at the scene. I explained to the male that he could go home with his carers, who were on shift all night to look after him and there would be no further involvement from the police at this time; the alternative would be that I would take custody of him under section 136 of the mental health act and convey him to a nearby hospital for an assessment. As the male had not done anything wrong, I gave him the choice and left him for five minutes in order to think of what he wanted to do. I kept a watchful eye on the subject from the path between the fence and the road, he still made no eye contact with anyone and made no attempt to communicate with his carers or the police. Even with the choice of having no further police interaction the male still remained silent and did not indicate to his carers that he wanted to go home.

Whilst I left the subject to think about what he wanted to do, I consulted a mental health practitioner about how we should proceed going forward.

A police officer is now required by new section 136(1C) to consult one of a list of specified healthcare professionals, where it is practicable to do so, before deciding whether or not to keep a person at, or remove a person to, a place of safety under section 136(1). Legislation sets out the healthcare professionals that the officer can consult, which, at the time this guidance is published, are: • an Approved Mental Health Professional; • a registered nurse; • a registered medical practitioner; • an occupational therapist; • a paramedic.

Home office (2017)

After getting approval from the mental health professional, I asked the subject again if he wanted to go home with his carers, to which he still looked off in the distance and avoided eye contact with any individual at the scene. I explained to the subject as he was not willing to cooperate with myself or his carers, "I am now going to take custody of you under section 136 of the mental health act and convey you to a safe place". I explained the process to the subject who still did not make any attempt to communicate, but still was grabbing the fence. I lightly took a hold of his arm and attempted to direct him towards the police car. The subject immediately fell to the floor in disagreement still holding onto the fence. I pried his fingers away from the fence. I was assisted with helping the subject into the car by my tutor, as the subject would not walk willingly. From there the subject was conveyed to a mental health hospital where he was assessed by staff and held there for the remainder of the night.

As an officer, I have a duty of care to the individual in question, even though they have not committed any offences; the duty of care is to ensure the individuals safety. As they were suicidal and attempting to walk into oncoming traffic, police action was necessary to ensure the safety of the individual. I am glad I gave the individual the option of going home with his carers, as I don't believe the individual intended any harm to anyone and police presence seemed to frighten the individual by making him not communicate with us, or his carers. However, after asking the individual a few times, as well as having his carers communicate what we were telling him in a way he understood, it was too much of a risk to let the male stay along the fence, where he would run into traffic the first moment he could. During explaining the process of a section 136, I did find the situation difficult with the lack of communication coming from the individual, but the carers clarified that he could understand what we were saying and by that point he was just being stubborn. This filled me with confidence that we were doing the right thing by placing the individual under a section 136, as we had the support and backing from the carers present. A calm approach is always necessary when dealing with vulnerable adults and I believe I acted this way, even when he was restraining as we tried putting the individual in the care. Always making sure to ask how he was feeling and seeing if he would communicate in any way back to me, however the individual did not communicate with me during the whole incident.

Word count – 1463



## 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:

Myself and my tutor were out on mobile patrol when a 999-emergency call came through to the control room. The information provided stated that a woman had struck her father-in-law numerous times that morning and was increasingly violent towards the man as the day was going on, and even at one point, it was stated that the suspect waved a pair of scissors at the male in a threatening way.

We arrived at the male's flat after driving on blue lights to the incident. On arrival at the flat we were greeted by the elderly male who had rang in the incident. He invited us inside, and we witnessed that his home had been trashed. He told us that his daughter in law had been staying with him on bail for a few weeks, she had been the one who threw all his belongings on the floor. He told me that the female had been aggressive towards him all morning, but this was the first time she assaulted him.

As a result of police intervention, the elderly man did not want to press charges or make a statement, but he wanted the female away from his home and was not permitted to stay there on bail any longer. I explained to the male without a statement it may prove more difficult to get the female away from his address and that having a statement of the incident would allow us to move the subject away from her current bail address and help her find a new one. The male agreed but still said he did not want to go to court over it.

When asked where the female was now, he told us that the female left when he said he was going to ring the police. The male told me that the female was likely to be at a flat nearby, where one of her friends lived.

After taking the males details, we left in order to conduct a search of the area. The suspect was seen five minutes after searching, walking across a grassy communal area around the block of flats. I called her name, but she made no attempt to turn around and make contact with us. I witnessed her walk up a staircase that led to three flats on the other end of the grassy communal area. By this time, myself and my tutor were joined by another officer, and we went to the flat in which we believed the suspect was. We followed her steps up the stair case and came to a hallway that led to three individual flats. Outside one of them, a woman was sat on the porchway with her dog. I asked her if she had seen the subject, and she pointed to the flat directly behind the doorway, saying the female was in there. I knocked the door and it was answered by a young black male, and I asked him if the female was inside. He declined, and I asked if he would let us in to conduct an area search to be sure. The young black male became irate and made accusations that we were only asking to come in due to the colour of his skin and this was the reason we did not believe him. I assured him that it was not and stated that we had a power of entry if he would not let us in willingly. I quoted S17 of PACE that we were allowed to search a premises without warrant for a person who was unlawfully at large.

Subject to the following provisions of this section, and without prejudice to any other enactment, a constable may enter and search any premises for the purpose—

(a) of executing—

(i) a warrant of arrest issued in connection with or arising out of criminal proceedings; or

(ii) a warrant of commitment issued under section 76 of the **M1** Magistrates' Courts Act 1980;

(b) of arresting a person for an **[F1]** indictable offence;

(c) of arresting a person for an offence under—

(i) section 1 (prohibition of uniforms in connection with political objects), . . . **F2** of the **M2** Public Order Act 1936;

(ii) any enactment contained in sections 6 to 8 or 10 of the **M3** Criminal Law Act 1977 (offences relating to entering and remaining on property)

*Section 17 PACE 1984*

Begrudgingly the male let us in to search the flat without us needing to revoke our power of entry. We conducted a search of the flat and did not find the female. The male wanted us to leave as he was working on the flooring within the flat and had rolls of carpet in a side cupboard that I had not searched previously. I was not happy with the search as we did not find the female and decided to search the cupboard with the

rolls of carpet in them. I pulled back one of the huge rolls of carpet and within it lay the suspect we were looking for. I pulled her out and spoke to her in the hallway.

As the male let us into the flat initially without executing our S17 right, and due to the fact that the elderly male did not want to go to court over the issue, our initial thought process was not to arrest the female, but instead help her find a new place to stay as her bail address, as she was not allowed back at her father in laws flat.

As I explained this to the female in the hallway, she became extremely aggressive towards me and the other two officers in the flat, swearing and screaming "WHAT DO YOU MEAN I CANNOT GO BACK TO MY FLAT, MY DAD LOVES ME". I explained due to the fact of you assaulting the male he does not want you back at his address and we need to find you a new place to stay for your bail conditions. The female became very argumentative in the hallway and tried to push passed me and my colleagues saying she needs to go and speak to her dad (father-in-law). I remained firm and said you cannot go back to the flat we are going to help you find a new place to stay for your bail. The female would not listen and attempted to flee passed us, when we resisted her, she attempted to hit my female colleague with a closed fist. It was at this point I reviewed the NDM and decided that if we let the female go, she would inevitably go back to her father in laws flat where she was not permitted back, this is when I decided to arrest her for the assault on her father-in-law and for assaulting an emergency worker.

Where a common assault or battery is committed against an emergency worker acting in the exercise of the functions as an emergency worker (s.1 (1) of the 2018 Act) it is triable either way and carries a maximum sentence of 12 months' imprisonment and/or an unlimited fine.

#### *Assault on an Emergency Workers Act 2018*

The female continued to struggle after being arrested even with the handcuffs on. She complained that we were going to let her go in the first place and why was she being arrested now. I clarified it was because she was not listening to us in the first place and that she assaulted my colleague. From here we conveyed the suspect to custody where her detention was granted. The female remained extremely aggressive all the way through this process.

At first using the NDM I had decided it was not worth arresting the female as the father-in-law did not wish to press charges, this was before I discovered how aggressive the female was. After hearing how the female took the news about not being able to go back to her father in laws, she became extremely aggressive towards officers. I believe that if she was left to go and find a new bail address on her own, she would of ended up going back to her father in laws. He would assume that the police were not capable of doing their jobs and may be reluctant to call again if she showed back up at his address. It was also considered that due to the father-in-law not wanting to go to court there would be little evidence to help this case get through to be charged. What helped matters for us was that the female assaulted an emergency worker when she was refused to leave the flat in order to go and speak to her father-in-law. It was at this point that I was able to arrest her for both offences. The NDM had to be considered very quickly in this instance. Now however the fact that her father-in-law did not want

to go to court was irrelevant and having the assault on the emergency worker allowed me to make a decision that it was not safe to let the female go, this resulted in her arrest. It was safer to arrest the female for both assaults, now that we would have evidence of the assault on an emergency worker on our body worn video. I believed having the female in custody would allow her time to calm down and she would be able to receive help to find a new bale address, rather than being left to her own devices she would have gone back to her father in laws address immediately.

Word count: 1577

## 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                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning different acts and powers that are used on a day-to-day basis, without the need of looking them up on pocket sergeant, being able to recall these different acts and powers from memory. Since coming out of training school I have found it hard to keep up with what I have learnt in order to get through the exams, and have been spending most of my spare time working through the university coursework, instead of keeping on top of the knowledge picked up during training. | Spend an hour a day on rest days revisiting university power points, in order to make a group of flashcards. These flashcards will be made up of the most frequently used powers and policies that I will likely use on a day-to-day basis. Once a flashcard group has been compiled, I will use the hour previously put aside to compile the flashcards, to go through the content, and attempt to memorise it. | In order to support this development idea, I can use my tutor, who will be with me when I go through different scenarios throughout the day. He will be able to identify that I have followed through on my development and see that I am able to recall acts and powers from memory, instead of needing to ask or having to use the pocket sergeant app. | I will allow myself six months in order to implement the flashcard group and start memorising these cards. By the end of the six months I would like to be able to look at any flashcard title and be able to read off the definition of the power or policy without having to look at the content. |
| I would like to develop my knowledge of the local policing area in which I am                                                                                                                                                                                                                                                                                                                                                                                                                  | Before or after each incident I am involved in (when time allows, as it would not be                                                                                                                                                                                                                                                                                                                             | Colleagues who have been in the local policing area longer and know the area well would                                                                                                                                                                                                                                                                   | I would like to achieve a basic knowledge of my local policing area within twelve                                                                                                                                                                                                                   |

|                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>stationed. As I am not from my local policing area, I am finding it difficult when dispatched to calls to remember where I am going, having to put the address into google maps before dispatching myself to a call.</p>                                                                                                                                                      | <p>possible to do before an emergency call). I will look on google maps to map out the way to get to the incident, identifying key streets or landmarks I pass in order to get to my destination. Before long I should start to identify certain areas on my day to day activities and within time be able to know where I am dispatched to without needing to use maps. In order to help with this I can also use my sat nav when on the road, to identify certain roads whilst I am travelling on them frequently.</p> | <p>be able to assist me as I can ask for general directions in order to get to an incident. Google maps will also be able to support me by putting in the address of where I need to go, this will ensure that I arrive at the desired location.</p>                            | <p>months. Using the first six months to identify the main areas of the policing area, and the main roads used to get through them. Through the second six months I would like to start identifying buildings within the areas I police and also start to identify some of the smaller side streets that come off the main roads I have identified within the first six months.</p> |
| <p>I would like to develop my ear for the radio. As I have been in the tutor hub I have not needed to use the radio as much as my tutor would pick and choose incidents we would go to. This has resulted in me not paying as much attention to information coming over the radio that is not directly linked to an occurrence that I am involved in. The main problem comes</p> | <p>Developing an ear for the radio can be built up by keeping my ear piece in whilst in the writing room. To further increase development I can go into a quieter room on my own, to be able to concentrate on what is being said over the radio. Where as being stuck in the writing room it is hard to concentrate on writing work and the radio with the chatter of the room</p>                                                                                                                                      | <p>The control room will be able to support me through this development, as it is them that the information will be coming from. The development will be able to be tracked through my response times to information being passed to me and my response to emergency calls.</p> | <p>As this is an important aspect of the role, I will give myself two months from being passed as an independent officer to develop my hearing to adapt to the radio.</p>                                                                                                                                                                                                           |

|                                                                                                                                                 |                             |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--|--|
| from being in the writing room, updating occurrences or writing statements; this is when I would likely miss information coming over the radio. | going on in the background. |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--|--|

## Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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**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: Richard Guy Hardwick \_ \_ \_ \_ \_ (Learner - Electronic signature or type name)

Date: 02/06/2022 \_