

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

Stress is the body's natural response to threat, however if not properly managed can lead to physical and mental health problems and affect our home and working relationships (NHS, 2020). Symptoms of stress include irritability, anxiety and fatigue, with long periods of stress associated with burnout and exhaustion (Peters, 2012). Coping with stress effectively is essential for our wellbeing, with resilience our ability to adapt and control the stressors we face (Mind, 2017). Stress is inevitable within a new role, with the return to classroom learning and requirement to sit exams a key stressor for many new police officers, including myself. This has been heightened due to the current social context of Coronavirus, with learning programmes not running as planned and a shift to home based learning. Ensuring I developed coping strategies to increase my resilience and minimise stress was key to a successful outcome within my first 6 months of learning since being attested as a Police Constable, with this essay discussing and comparing the coping strategies I have applied during this time.

Mindfulness is a practice involving increased awareness and attention to both your own feelings and the world around you through meditation-style exercises, allowing you to reframe your thoughts and perceive them differently, reducing negative emotional reactions to stressful events (NICE (National Institute for Health and Care Excellence), 2009). Mindfulness is prescribed as a treatment for stress, with studies showing the benefits of the practice. A 2008 study examining the effects of an 8-week mindfulness based intervention on perceived stress and psychological wellbeing found those who completed the intervention reported reductions in perceived stress and improvements in wellbeing, with the more practice participants engaged with, the greater the improvements seen (Carmody & Baer, 2008). Similarly, Garland, Gaylord and Fredrickson (2011) examined participant's perceived stress before and after they completed an 8-week mindfulness course, with mindfulness found to reduce reported stress levels. Mindfulness was also found to facilitate positive reappraisal (Garland, Gaylord & Fredrickson, 2011); with participants better able to reframe negative thoughts and interpret them more positively, improving their ability to regulate their emotions (Garland, Gaylord & Park, 2009). This process is believed to occur due to the physical changes mindfulness has on the brain, with MRI scans taken before and after participants completed a mindfulness intervention showing increases in grey matter post intervention compared to controls across multiple brain regions, including the hippocampus and cerebellum; areas which are involved in emotion regulation (Holzel et al., 2011b).

During my 6-month initial learning phase I started regular mindfulness practice, particularly when I found myself suffering symptoms of stress relating to upcoming exams. I found breathing exercises such as timing my breathing beneficial, as while allowing me to tune in to my thoughts and assess how I was feeling they also allowed me to tackle some of the physical symptoms I experienced such as increased breathing rate when anxious. Once I had completed a breathing exercise, I found I was better able to name and identify the emotion I was feeling, such as anxiety relating to upcoming exams, and in turn was therefore able to decide on my action plan and next steps in order to tackle this, such as creating a revision timetable. The combination of mindfulness techniques I used were an effective coping strategy, minimising symptoms of stress and allowing me to refocus in order to achieve my goals.

Exercise has also been shown to reduce symptoms of stress, lowering levels of cortisol and epinephrine in the body, two hormones associated with stress (American Psychological Association, 2020). Studies have reported that the higher the intensity of the exercise, the greater the reductions in psychological distress (Hamer, Stamatakis & Steptoe, 2009). Burg et al., (2017) reported a bi-directional relationship when examining exercise and stress by monitoring activity through Fitbit against self-reported stress levels across a 12-month period. Increased exercise was associated with lower levels of perceived stress for the majority of participants, however interestingly they found that when participants reported that they were feeling stressed they were subsequently less likely to exercise (Burg et al., 2017). During this initial learning period, I found it challenging to keep up my normal exercise regime due to the Coronavirus regulations leading to gym closures. I have previously found exercise to be a beneficial coping mechanism and was therefore aware of the importance of continuing this for both my physical and mental wellbeing alongside the demands of the role. I took up running and long walks as an alternative so that I could continue exercising during this time and was pleased with my resilience and ability to adapt when required. When I lacked motivation or believed I had little time to exercise due to studying commitments I found that I always felt better after exercising, and perhaps reflecting on Burg et al., (2017) research was right to prioritise this in times of stress.

When comparing the two strategies I have used to minimise stress and increase resilience, studies directly comparing and examining which strategy is the most effective have reported contradictory results. A 2020 study comparing mindfulness and exercise interventions implemented on employee's lunch breaks found both coping strategies reduced perceived levels of stress, but reported a greater effect for participants who completed the exercise intervention at the end of the 5-week study over the mindfulness intervention (Diaz-Silveira et al., 2020). This differs to van der Zwan et al., (2015) study, who found no difference between strategies across a 5-week study, with both techniques equally effective in reducing symptoms of stress. Whilst the strategies differ in terms of their requirements, with exercise often demanding more time than brief mindfulness session, both techniques are accessible for new police recruits like myself to engage with during their initial learning period, with neither requiring dedicated times to complete them or financial commitments. A trial of different mindfulness techniques across 5 police forces in England and Wales by the College of Policing in 2019 found the Headspace App to be most effective in improving wellbeing and resilience for police officers, with considerations and challenges for a wider rollout discussed (Fitzhugh et al., 2019). If this were to go ahead then perhaps mindfulness will become even more accessible for officers who are unaware of how and where to access materials and resources, with a mobile phone application increasing the ease of which practices can be accessed. I believe that if I had access to such an application during my 6-

month initial learning period I would have practiced mindfulness further, potentially improving my performance and academic results during this time, and this is an approach I will be sure to consider in the future to make this coping strategy further accessible.

The research discussed suggests that perhaps the two strategies complement each other, as when feeling stressed I found myself unmotivated to commit time to exercise, in line with Burg et al., (2017) findings. Mindfulness could therefore be a more appropriate coping strategy to employ here, with the benefits of positive reappraisal that it is shown to bring (Garland, Gaylord & Fredrickson, 2011) potentially making me more likely to exercise and therefore reap the benefits of both coping strategies (American Psychological Association, 2020). Additionally, the two techniques could be used in combination, such as using a long walk as an opportunity to engage with some mindfulness techniques, concentrating on how I am feeling and the environment around me rather than letting my mind wander.

In conclusion, both techniques have been shown to increase resilience and minimise stress (Carmody & Baer, 2008; Hamer, Stamatakis & Steptoe, 2009). Borton's Model (Borton, 1970) allows me to reflect on my decision to practice these techniques during the start of my policing career. Both strategies were accessible and I believe practicing them led to a positive experience over this first 6 months as I was well equipped to tackle symptoms of stress. The little time required to complete a brief mindfulness exercise was beneficial, particularly during times of revision, however I felt the stress reducing benefits of exercise to be more noticeable, in line with Diaz-Silveira et al., (2020) findings. Initially the closure of gyms was a challenge as I was unable to follow my usual exercise routine; however, I was pleased that I was able to adapt to manage this. In the future, I will continue to utilise these coping strategies but hope to expand on them, keeping my routine varied with different forms of exercise once facilities reopen and exploring new ways to practice mindfulness such as the Headspace app.

This essay has focussed on the coping strategies I have applied to develop resilience and minimise stress during my initial 6 months of learning. Part of my journey as a Police Officer will be continually developing a toolkit of different strategies, each used to tackle the different challenges and stressors the job will bring. Mindfulness and exercise have been complimentary beginnings to this toolkit, and I am sure I will continue to use both techniques in the next stage of my career as I move into my Tutorship.

1507 words.

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:

Police officers hold responsibility for ensuring that the law is upheld so that all members of the public feel safe in both their local and wider communities and in doing so encounter situations involving conflict (University of Southampton, 2020). Conflict arises when individuals or groups with differing views, values or beliefs come together (Oxford Learner's Dictionaries, 2020) and it is essential for officers to understand how to manage conflict in order to be able to serve fairly and effectively. In this assignment, I will be using Gibbs' reflective model to examine an incident I attended involving conflict at a local hospital that required me to use force (College of Policing, n.d.). I will be considering the social and legislative context of the incident, my communication skills and the decision-making processes I have used in helping me determine my actions and the necessity to use force.

I attended this incident with colleagues in response to an emergency call received from paramedics who were with a male (X) in an ambulance who had become extremely violent. X had been due to undergo a mental health assessment that day but staff were no longer safely able to treat him. X was suffering from mental disorder, transitioning from believing he was in a video game and that staff were trying to kill him to thinking he was a cat and then displaying overtly sexual behaviour. Approaching X, non-verbal indicators of aggression were present, with his fists clenched and jaw tense (Sweet & Burzette, 2018). X

was hot to the touch, had stripped naked and had been violent for hours without suffering fatigue, indicating he was suffering from Acute Behavioural Disturbance (ABD), a medical emergency (The Royal College of Emergency Medicine, 2016). Police often attend ABD incidents due to their violent nature; however, they carry a 10% chance of sudden death of the affected individual, with many of these under police restraint or custody (The Royal College of Emergency Medicine, 2016).

The overarching threat was the risk of death to X if the incident was mismanaged, however X's violent behaviour meant he risked harm to others as well as himself and property. This was amplified due to the small, enclosed environment inside the ambulance, his inability to fatigue and increased strength, symptoms of ABD, and his belief staff were attacking him in a video game as opposed to trying to treat him. Considering the powers available to me, hospital staff were keen for me to detain X under the section 136 of Mental Health Act (1983) and convey him to an alternative place of safety. Additionally there were powers of arrest available as X had committed criminal damage offences inside the ambulance and was shouting racial obscenities.

I did not invoke section 136 powers of the Act (Mental Health Act 1983) despite pressure from medical staff and did not arrest X as the situation now a medical emergency due to the presence of ABD. The Mental Capacity Act (2005) provides powers to allow persons to take decisions on behalf of other people aged 16 or over where they lack mental capacity on a temporary or permanent basis due to an impairment or disturbance of mind. We believed X was suffering a medical emergency due to the symptoms of ABD and was unable to make decisions regarding his own treatment and care due to the severity of mental disorder he was suffering. As such, these powers were instead applied and it was decided X would need to be sedated so that he could be admitted to the hospital for treatment.

Due to X's violent behaviour, I considered the necessity of using to use force in order to achieve this outcome by examining the following principles set by the College of Policing:

1. Whether the force used would hold a lawful objective and the immediacy of the threat
 2. Whether the objective could be achieved without using force
 3. The minimum level of force required and the proportionality of this
- (College of Policing, 2013)

The medical emergency and potential X could harm himself or others was an immediate and severe threat. Section 5 of the Mental Capacity Act (2005) gives powers to use force and restraint if it is believed necessary to prevent harm to any person. Any use of force under this Act (Mental Capacity Act, 2005) must be proportionate to both the likelihood and seriousness of the anticipated harm. Using force was necessary to allow X to receive medical treatment and to minimise the risk of harm. The risk of harm was both likely due to X's violent behaviour and symptoms of ABD but also extremely serious as there is a 10% chance of sudden death in ABD patients (The Royal College of Emergency Medicine, 2016), with his presentation and unpredictability also a serious harm to other persons present. Additionally, police officers having a lawful objective to protect life, complying with Article 2 of the Human Rights Act 1998, the right to life (College of Policing, 2018). Secondly, X's behaviour presented a language issue, with X speaking in different voices and accents depending on the persona he was adopting. I was aware that X's mental state meant he was potentially unable to understand the verbal instructions given, with his inability to comply with requests to stop his violent behaviour reinforcing this suspicion. With

immediate treatment required for ABD, there was no alternative other than to use force to restrain X so that he could be sedated by medical staff for treatment. In regards to the third consideration, X was extremely strong, so unarmed tactics or handcuffing alone were not sufficient to restrain him. Subsequently, X was handcuffed and limb restraints used so that he could be safely contained, with these actions proportionate due to the time constraint of the immediate need for treatment.

Once medication was given, the safest option for X was to remove restraints and place him on his side as soon as safe to do so. Prolonged restraint and positional asphyxia, whereby patients are restrained in prone position and airways are restricted, are associated with sudden death in ABD patients (The Royal College of Emergency Medicine, 2016). The death of George Floyd in America has highlighted the risks of police restraint, sparking protests and public anger towards policing bodies worldwide (BBC News, 2020). This has increased the scrutiny on police forces in the UK, with officers needing to ensure their actions are justifiable. Given this incident took place in public view it was critical to ensure that police action at the scene reassured the public that officers were acting safely and in accordance with Human Rights legislation. Betari's Box examines the cycle of conflict, with my attitude affecting my own behaviour, which affects your attitude and subsequently your behaviour and so forth (College of Policing, 2016). Despite the language issue and seeming lack of understanding by X, I felt the best way to de-escalate the situation and calm X down in order to adjust his position and remove restraints was to change my communication style and approach. I softened my tone, engaging well with X and asking open questions. Research into de-escalation skills for police officers dealing with crisis intervention has shown that when officers lower the volume of their voice and use polite phrases in their requests, (e.g. please/thankyou), they are more likely to receive a positive response, reducing the requirement for restraint and injuries received to both officers and members of the public (Olivia, Morgan & Compton, 2010). When softening my tone to try and calm X I quietened my voice and was courteous in my requests, such as saying "Can you keep this on your finger for me please X?" when he was trying to remove the clip recording his pulse that the paramedics had applied. Asking open questions allowed X to explain more about what he was experiencing. This in turn allowed me to build an empathetic connection with X as I was able to utilise my active listening skills in my response to build rapport and deescalate the situation, such as nodding to encourage X to talk and summarising and reflecting on what he had said (Olivia et al., 2010). The requirement to wear face coverings due to the COVID-19 pandemic meant that X was unable to see me smile towards him, however I did so anyway as I hoped X would be able to sense the change in my non-verbal behaviour. X responded well and over time his aggression lowered and restraints were able to be removed and position adjusted. Eventually, X was stable enough to be taken inside the hospital where his treatment continued.

On the way to the incident I had been confident in approaching the situation, having previously had experience working with individuals suffering from mental disorder. My confidence and assumption I would be able to engage with X influenced my response as I naturally took the lead with X when the situation needed to be de-escalated. I did feel slightly overwhelmed as whilst I have had previous experience I had never witnessed an incident so severe before and it was difficult to know how X would react to my approach. I believe strongly that we could all fall victim to mental ill health or disorder at some point in our lives and as such strived to support X as best as I could. I feel this belief was key in achieving a positive response from X and ensuring his safety at the incident. I did however feel torn at times as my personal values would not tolerate the racial insults that X was

using initially when arriving to the incident. I was unsure if X was aware of his actions due to the severity of his condition but could not accept these comments and such challenged him, asking him to stop which he did. As a police officer, I believe I brought a softer dynamic when required but equally stood firm when my values were challenged, refusing to excuse his racist insults due to the situation, something that I felt was additionally important for public perception.

The purpose of police attending this incident was to control the situation, with it our duty to do so to protect life (College of Policing, 2018). A positive outcome was achieved as X was restrained safely, appropriately and only when necessary, so that he could be sedated for further treatment. If X had been restrained for a prolonged period he may have died (The Royal College of Emergency Medicine, 2016), therefore the actions taken at the scene were key in ensuring X's safety. I trust that the Code of Ethics was upheld, with X treated with respect at all times despite his violent presentation. As an officer, I maintained my integrity by acting in the best interests of X despite pressure from medical staff to choose alternative courses of action, evidencing leadership. Reflecting on my role in the incident, my effective communication was significant in achieving this positive outcome by deescalating the conflict and X's aggression. My approach was open, demonstrating empathy and a willingness to help X as I built a rapport with him by finding common ground and topics to discuss. I did not challenge X on some of the thoughts he was having, such as being a cat, but instead asked open questions and for X to explain more. In doing so I utilised the Betari's Box model of conflict, using my attitude and behaviour to influence the situation and X's response (College of Policing, 2016). Initially at this incident due to his condition X's behaviour was so severe that verbal requests alone were not adhered too and subsequently restraint had been necessary, with Betari's Box not proving to be effective. For me the learning arose later in the incident once X had started to calm down, as I was able to put the model into practice and observe the positive effect that it had. This understanding of when and perhaps when not to apply Betari's Box will benefit me in future experiences as I have a more practical understanding of where it may be effective and could therefore be utilised to lower the intensity of any force used.

A negative of this incident I felt was that whilst actions were in the best interest of X, I do not feel that this would be apparent to members of the public who may have witnessed the incident. Given the social issues and ill feeling that have grown towards the police in light of recent high profile deaths and protests, I would not have wanted to have add further to any negative opinions any observing members of the public may have held regarding police restraint and brutality. My verbal communication was clear, both when reassuring X and when explaining that racial insults were not acceptable, so I would hope that this would act as a reassurance to any person concerned. Equally, as discussed I felt that the use of face coverings did negatively impact on my ability to reassure X non-verbally.

As a result of this experience I am better able to apply Betari's Box in real-world scenarios, having an increased understanding of its role in deescalating situations involving conflict. I have reinforced my learning and understanding of ABD and the symptoms and the steps necessary in order to maximise the chances of survival where presentation is suspected. By reflecting on this incident, I can appreciate the difficult decisions police officers may have to make at incidents involving mental disorder and how it is important to trust your decision-making if you think it is in a person's best interests despite any pushback from other persons present at the scene. Considering the outcome of the incident, I believe the actions of officers at the scene were paramount in achieving a positive outcome for X. I

believe that if we had acted differently, and I had invoked section 136 powers (Mental Health Act 1983) as suggested, then the incident may have had a different outcome as I believe X would not have been safe to transport to an alternative mental health facility without sedation and that any attempt otherwise utilising prolonged restraint may have led to serious harm for X or potentially even death given the indicators of ABD present.

This essay has focused on a policing incident I have attended involving conflict. I have reflected on the incident, considering the social and legislative context, language issues present, the application and effectiveness of my communication skills and have evaluated the necessity regarding the use of force at this incident. In conclusion, the experience had a positive impact on me as I feel I have significantly increased my understanding of the practical application of the theory behind Betari's Box and also how to manage situations where ABD is suspected. The use of force was necessary, proportionate and effective and importantly the understanding of when to reduce force was central in ensuring X's safety. Additionally, my communication skills were adaptable and I coped well in a highly pressurised situation. In the future, I believe I can learn from this incident, improving my response by not being afraid to challenge partners if I believe there is a concern for welfare. The severity of this incident I believe has prepared me for future experiences and has taught me above all to trust my decision-making regarding the use of force.

2569 words

Task 3

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

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

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

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

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

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

ANSWER:

A victim is defined as a “person who has suffered harm, including physical, mental or emotional harm or economic loss, which was directly caused by a criminal offence” (Ministry of Justice, 2015). Police officers play an important role in dealing with victims of crime, providing protection and reassurance in order to support them through the experience they have encountered and the Criminal Justice System (National Policing Improvement Agency, 2010). The roles and responsibilities of police officers when dealing with victims are documented in the Code of Practice for Victims of Crime, known more commonly as the Victims’ Code, (Ministry of Justice, 2015) as well as the Witness Charter (Ministry of Justice, 2013). Officer behaviour is governed by the values that underpin policing, such as the Code of Ethics (College of Policing, 2014) and the Policing Vision (National Police Chiefs’ Council, n.d). In this essay, I will be using Gibbs’ reflective model (College of Policing, n.d) to examine an incident I attended where I played a significant role with a victim. I will be considering the social and legislative context of the incident, reflecting on my responsibilities within any relevant Codes of Practice and my application of these, as well as illustrating how policing values were engaged.

At this incident, I attended an appointment at an address with a colleague to take a statement. The caller was a female, Y, who had contacted the police to say her partner had hit her but they had now separated. The ex-partner had since left the address and no longer lived there so an emergency response was not initially deployed. On route, I reviewed previous calls and intelligence, noting an extensive history between the couple with Y flagged as a repeat victim of domestic abuse. On arrival, Y was extremely distressed and

had been crying. I noted the condition of the address, a small flat that was in a poor condition with numerous empty alcohol bottles and medication packets in the living room and no food in the kitchen. Y engaged with officers, describing how she had been arguing with her ex-partner and how he had hit her to the back of the head, causing her to fall. He had then left the address taking his belongings with him but had also taken Y's prescription medication, which she had not given him permission to do. The medication is prescribed for anxiety, and Y noted she was struggling without it. No language or ethnicity issues were present, with Y capable of understanding the situation and reason for officers' attendance at the address.

When assessing risk I was concerned about Y's ability to cope without her medication. The condition of the address sparked further concerns regarding her ability to care for herself but also regarding potential alcohol misuse due to the number of empty bottles present. I was aware of the risk to Y of further harm or violence due to the history between the couple. I developed a working strategy to complete referrals to partner agencies regarding my concerns and to take a statement from Y as planned regarding the incident with her ex-partner.

Considering the powers and policies available, I was aware of my duty to follow certain protocols in line with force policy as this was a domestic incident. The first of these was to ensure relevant partner agency referrals and a Domestic Abuse, Stalking and Harassment (DASH) risk assessment were completed with Y. DASH is not unique to the police and is completed by many partner agencies and shared so that there is a common understanding of risk used to decide on the best course of action to support the victim on a multi-agency basis (SaveLives, 2014). I considered my responsibility to take Positive Action, a national policing approach when attending domestic abuse incidents, to safeguard victims by taking necessary steps to separate parties where reasonable and proportionate to do so (College of Policing, 2018). As Y's ex-partner had left the address and no longer lived there, I did not feel options I identified such as arranging refuge for Y appropriate as she was safe and secure in her own home. I completed the DASH assessment and took the relevant details for partner referrals initially before proceeding to take a statement with Y.

When completing the statement I was aware of my responsibilities within the Victims' Code (Ministry of Justice, 2015). I completed a needs assessment as required by the Code with Y, discussing any support she would feel appropriate (Ministry of Justice, 2015). Y stated she suffered from lupus and required transport to attend court if the case progressed. I discussed how best and frequently Y would like to receive updates, informing her that she would be kept updated of any arrests or charging decisions, an entitlement all victims of crime should receive (Ministry of Justice, n.d). I asked if she would like to be referred to Victim Services for further support in addition to partner agencies as part of the DASH assessment. The police are required to refer to Victim Services unless individuals opt out as part of the Victims' Code, and Y welcomed the opportunity to receive further support (Ministry of Justice, n.d). I conducted an assessment with Y to discuss any special measures she felt she required in court if the case were to progress, such as giving evidence behind a screen (Ministry of Justice, 2015). The police hold a responsibility to conduct such an assessment under the Victims' Code (CPS, n.d), and I assessed if Y was a vulnerable or intimidated victim in line with definitions under sections 16 and 17 of the Youth Justice and Criminal Evidence Act (1999). Regarding section 16, vulnerable victims, Y identified as such and requested for an application to be made on this basis as she suffered from anxiety and lupus and was concerned about the impact this would have on

her ability to give evidence (CPS, n.d). Regarding section 17, intimidated victims, Y was eligible for a special measures application as a victim of a serious crime – domestic abuse – under this section (Youth Justice and Criminal Evidence Act 1999). This Act (Youth Justice and Criminal Evidence Act 1999) states the views of the victim must be considered, so I documented Y's concerns about giving evidence to support the application. The Witness Charter (Ministry of Justice, 2013) places further responsibilities on police officers when dealing with victims who must be treated with respect (Ministry of Justice, 2013). Aware of this, I always strive to be courteous and respectful and was so with Y.

Once Y had completed her evidential statement, I discussed her entitlement to complete a Victim Personal Statement (VPS) as governed by the Victims' Code (Ministry of Justice, n.d). I explained the nature of the VPS and that it would allow Y to discuss how the incident had affected her, discussing her right to provide this now or at a later point and that if she wanted it could be read aloud in court, by herself or somebody else, if the case were to progress (Ministry of Justice, n.d). Y requested to complete a VPS now but whilst doing so became extremely distressed and stated that she was suicidal and wanted to die. My risk assessment of the situation now changed, as I believed that Y may potentially act upon these thoughts and was worried what would happen if I left Y alone at the address. I discussed the situation with Y, explaining I needed to be sure that she was safe and asked if she had friends or family she could stay with, which she did not. I could not invoke powers under section 136 of the Mental Health Act (1983) to remove Y to a place of safety as she was in her own home. Additionally, I could not invoke powers under the Mental Capacity Act (2005) to make a decision to access treatment on behalf of Y as she did not lack capacity and was able to make decisions independently, understanding the information given to her and communicating her wishes fluently. I contacted an Approved Mental Health Practitioner (AMHP) and discussed my concerns. They spoke to Y and offered her the opportunity to attend a voluntary appointment that evening, which Y refused. Y explained her mental health had declined since her ex-partner had stolen her anxiety medication and that she was getting a new prescription delivered tomorrow. The AMHP was satisfied that as Y was future planning there were no immediate plans to commit suicide and concluded she would likely feel better once she restarted her medication, advising me to leave Y at the address. I did so, completing a safety plan with Y before I left. I saved the AMHP's mobile number into Y's phone in case her mood deteriorated that evening but also advised she could contact 999. Regarding the incident with her ex-partner, I advised her to keep her phone fully charged, to lock the doors to the address and to ring 999 if he returned, explaining that officers would be in touch with an update and that I would refer her to other agencies and Victim Services as discussed. After departing the address I contacted the local Sergeant, explaining the incident and my course of action which they were satisfied with.

On route to the incident I was confident in my statement taking and although she seemed initially upset I did not consider the possibility that Y would have expressed suicidal thoughts or consider that mental health issues may have been present when I should have done. When the situation changed however, I was able to act swiftly, liaising well with the AMHP to assess the risk and determine the most appropriate course of action. I had a good understanding of my powers under the Mental Health Act (1983) and I did not automatically assume that Y would be conveyed for an assessment, considering other options such as staying with family. I believe my actions treated with Y with respect and dignity, allowing her voice to be heard, as she was clear in that she did not want to attend an assessment that evening. As a police officer, I believe I brought an understanding dynamic to the situation,

having recently attended a training day covering domestic abuse and the DASH risk assessment process. I found this helped me to engage with Y, reassuring her that she could talk to me and that she would be taken seriously. The College of Policing (2016) guidance for first responders to incidents involving domestic abuse discusses how unsupported victims are less likely to pursue a case against their aggressor, and as such as more likely to become a victim of further harm. This guidance emphasises the need to consider referring victims to specialist partner agencies with their consent, an important action I was aware of and completed (College of Policing, 2016). I believe my engagement with Y and support offered both directly and indirectly through partner agencies was a positive of the incident.

The initial objective when attending the incident was to take a statement from Y to progress the investigation, which I achieved. Reflecting on my responsibilities and application of procedures in line with relevant Codes of Practice I believe I adhered to these. In line with the Victims' Code I completed a needs assessment with Y, discussed her communication preferences and explained the support Victim Services could offer her, which she accepted (Ministry of Justice, n.d). I completed an assessment of Y in regards to special measures under the Youth Justice and Criminal Evidence Act (1999) and considered her views in relation to this. I explained the VPS scheme to Y and completed this with her (Ministry of Justice, n.d), and throughout the incident treated her with respect in line with the Witness Charter (Ministry of Justice, 2013). Considering my responsibilities in line with Positive Action (College of Policing, 2018) I believe I made appropriate decisions. Considering my responsibilities in line with force policy to complete appropriate partner agency referrals and a DASH risk assessment I believe this was completed well, with my referral extensive, highlighting all of my concerns such as the condition of the address.

A second objective became clear once Y expressed suicidal thoughts, as I needed to ensure her safety to fulfil my duty as a police officer to protect life and limb (College of Policing, 2018a). I believe I utilised the National Decision Model for policing effectively, reviewing my working strategy and risk assessment when the dynamic of the situation changed (College of Policing, 2014a). I conducted myself professionally, liaising well with the AMHP and considering the powers and policies available to me as discussed. I completed safety planning with Y before I left the address and felt either Y would contact with AMHP directly or the police if she felt unsafe and believe she was suitably protected, achieving this second outcome.

The standards of ethical behaviour discussed in the Code of Ethics were upheld at this incident (College of Policing, 2014). I behaved with integrity and conducted myself well, treating Y with respect and courtesy (College of Policing, 2014). As discussed, I adhered to my duties and responsibilities in line with national and force policy, the Victims' Code and Witness Charter and relevant legislation (Ministry of Justice, 2013; 2015). I believe my values, in line with the Code of Ethics, surrounding equality and diversity in regards to mental health enabled me to truly respect Y's wishes and to treat her as an individual. I feel strongly that we could all suffer with mental ill health, and while my preference would have been that Y attended the voluntary assessment, I recognised that I did not have power to enforce this and respected her wishes. Policing values are additionally influenced by the Policing Vision for 2025 which highlights partnership working, and my actions in liaising effectively with the AMHP and completing appropriate referrals reflected this, ensuring Y's safety both at the incident and going forward (National Police Chiefs' Council, n.d).

When making sense of the situation, the social context of the current Coronavirus pandemic I believe helps to explain the incident. Police forces nationwide have experienced increases in domestic abuse incidents in line with lockdowns and 'stay at home' advice (McDonald, 2020). Y's situation I believe was exacerbated by the social context of Coronavirus, as she found herself isolated in a small flat with limited contact other than her ex-partner. The social context of the Coronavirus pandemic may also have negatively affected Y's mental health. Studies have reported an increase in individuals suffering from anxiety and depression combined with a lack of mental health services available as appointments and services have been cancelled (Chasing the Stigma, n.d). I feel the support offered to Y by officers has left a positive trace and hope the referrals completed will enable her to access further support from specialist partners to help her improve her current circumstances. This experience has had a positive impact on me and I believe it has made me a better police officer. I was surprised at how upset Y became when completing the VPS, leading her to discuss suicidal thoughts she had been having. As a result of this experience I am aware of how quickly a situation may change and of the importance of never assuming that a situation will be as straight forward as it may initially seem, which this incident presently initially as a scheduled appointment to complete a statement and unfolding drastically. I am now aware of how impactful a VPS can be, having witnessed first-hand how triggering this was for Y.

This essay has focused on a policing incident I have attended where I played a significant role with a victim. I have reflected on my responsibilities within relevant Codes of Practice and believe I have achieved these. I have examined policing values within the Code of Ethics and 2025 Policing Vision and believe my application of these has led to a successful outcome for Y. I have learnt the importance of continually assessing the dynamic of a situation and how impactful a VPS can be. Critically, I believe my actions have protected Y both in the immediate and longer-term through partner referrals and multi-agency risk assessments. This incident has better prepared me for future experiences and has taught me how the approach taken by the police when dealing with a victim or witness can be paramount in delivering positive change for that individual.

2750 words

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:

The National Decision Model (NDM) provides a foundation for police officers to assist in their decision-making and should be utilised both during live incidents and during periods of reflection (College of Policing, 2014a). Discretion; “the right or ability to decide something” (Cambridge Dictionary, n.d.) underpins decision-making. In a policing context, discretion must be applied fairly and consistently in order to uphold policing values such as the Code of Ethics (College of Policing, 2014b). Fairness of decision-making is a longstanding issue within policing, with the 1981 Brixton Riots fuelled by perceived racial discrimination (John, 2006). Bias occurs when decision-making is influenced unfairly by personal beliefs, with two thirds of British people identifying as from black and ethnic minority backgrounds believing the police are biased in a 2020 report (5). Fair decision-making should be evidenced by accurate and reliable records, with the Criminal Procedure and Investigations Act (1996) (CPIA) placing responsibilities on police officers to record and retain material obtained during investigations. In this essay I will be using Gibbs’ reflective model (College of Policing, n.d.) to examine an incident I attended where I used my discretion as a police officer in my decision-making. I will be reflecting on my application of the NDM and the CPIA (1996) as well considering the social and legislative context of the incident, policing values and the potential impact of bias.

The NDM consists of five stages, all underpinned by the Code of Ethics, with the first stage to gather information and intelligence (College of Policing, 2014a). In this incident, I responded to a request from a Community Support Officer (CSO) to assist with a male, Z, who had been witnessed smoking drugs in the doorway of a shop on the town centre by a member of the public who had her small children with her at the time. The requesting CSO had established Z’s name and passed these details over the air to see if anything further was known about Z. A colleague who was aware I was attending the incident contacted me, informing me he had spoken with Z the previous day and

that he was suffering from mental ill health and had been quite volatile with officers. Relaying this to the requesting CSO, they were able to describe Z's presentation, which was not volatile currently, with Z calm and compliant.

The second stage of the NDM is to assess threat and risk and develop a working strategy (College of Policing, 2014a). In assessing the threat of the incident, I was aware of the potential risks of sharps if Z was a drug user. I had not previously engaged with Z and although described currently as calm I considered the information passed to me by my colleague regarding his presentation the previous day. I also considered the threat due to the social context of the incident. As this was unfolding in public view I felt it was important officers responded and took appropriate action at the scene. I was concerned that the situation may potentially escalate if members of the public felt Z's actions were unacceptable and decided to act themselves if they were dissatisfied with police action. On arrival to the scene, Z was presenting in a calm manner. Assessing the threat, he stated he did not carry needles but smoked drugs. He was of slight build, calm and engaging with officers. I did not feel that Z posed a serious threat at this point to the safety of officers. I developed a working strategy to search the male to establish if an offence had been committed if he was in possession of controlled drugs and to reassess the situation once this was complete.

The third stage of the NDM is to consider the powers and policies available (College of Policing, 2014a). I had developed a working strategy to search the male in accordance with s23 of the Misuse of Drugs Act (1971), with the objective of the search to locate any controlled drugs or drugs-related paraphernalia, with this act giving a power of seizure should any of these be present (Misuse of Drugs Act 1971). A search under s23 requires reasonable grounds to suspect the object searched for will be located (Misuse of Drugs Act 1971). When considering the powers available I believed reasonable grounds were present, as Z had been witnessed by a member of the public and had stated to the attending CSO that he had been smoking heroin and had a further wrap in his pocket. Powers of arrest were available under s24 of the Police and Criminal Evidence Act (1984) as an offence was suspected to have been committed under the Misuse of Drugs Act (1971) with the necessity of the arrest to allow for a prompt and effective investigation and to protect public decency (Police and Criminal Evidence Act 1984). However, in line with my working strategy I decided not to invoke a power of arrest at this time as I first wanted to search the male.

The fourth stage in the NDM is to identify options and contingencies (College of Policing, 2014a). I had developed a working strategy to search the male in accordance with powers available under s23 of the Misuse of Drugs Act (1971). Stop searches are governed by Code A of the Police and Criminal Evidence Act (1984) (Home Office, 2014), which states that although searches in public can be carried out by officers of the opposite sex, where practicable to do so these should be limited, with officers instead of the same sex conducting these ideally (Metropolitan Police, 2017). My preferred option therefore was for a male colleague to assist me, as I am of the opposite sex to Z. If this had not been possible, my contingency plan was to conduct the search myself, utilising body-worn video, a legitimate option under Code A of the Police and Criminal Evidence Act (1984) if a male officer was not available (Metropolitan Police, 2017). I requested assistance over the air and fortunately a male officer was available to attend and conduct the search, locating the wrap of heroin Z had indicated he was carrying and arresting him for Possession of a Class A drug (Misuse of Drugs Act 1971).

The NDM is cyclical, with the often-unpredictable nature of policing incidents changing and updating the information and intelligence available, threat assessment, powers and policies available and options to be considered (College of Policing, 2014a). As Z was now in police custody, I re-examined the information available to me. Now having Z's name and personal details, I was able to request a PNC check to establish if Z had been involved in previous offences, with nothing of note returned. Considering information from the scene, Z had been in possession of only a small amount of drugs for personal use. Z had admitted to this and identified the substance to officers. Z had been compliant and had engaged well with officers, noting his drug use helped him cope with his mental ill health. Whilst I believed the arrest of Z by my colleague was reasonable based on the offence

and social and legislative context – the incident had been committed in clear public view - I was unsure about the proportionality of a criminal conviction. Assessing the threat, Z was suffering with mental ill health and he had discussed with officers at the scene that he was homeless and unemployed. I considered a criminal conviction to pose a threat to Z as if sentenced I was unsure if Z would be in a position to break the cycle of homelessness and drug use that he found himself in. Z was young, under 25, with anecdotal evidence showing that convictions and a criminal record can hinder young people reintegrating with society, as employers are often unwilling to take them on (Johnson, 2012). The Custody Sergeant would determine the options and next steps for Z, however I approached them and discussed the circumstances of Z's arrest. I enquired as to the possibility of Z being cautioned as opposed to convicted, as whilst still disclosable I believed the mitigating factors discussed made this the most appropriate disposal (Government Digital Service, n.d.1). The Custody Sergeant agreed with me, and informed me if Z admitted the offence in interview then a caution would be issued. I compiled the details of the incident for Z's solicitor and completed pre-interview disclosure, informing them of the Custody Sergeant's views. After time for Z to consult with his solicitor, I conducted the interview, with Z admitting the offence and receiving a police caution. I provided Z with information about specialist support services for drug misuse, which he took away to consider.

The final stage of the NDM is to take action and review what happened. I have discussed the action taken and will now review the incident utilising Gibb's Model (College of Policing, n.d.).

The NDM informed my actions as I used the model as a structure for my decision-making at the scene and later when considering the investigation into the offence. Initially, with little information known I focused strongly on personal safety, considering the threat and risk to those present. Once the circumstances were clear, in the investigation stage of the incident I reviewed the bigger picture, considering all the possible options available to me such as alternative disposals.

The Code of Ethics comprises of values that inform and guide police officers, consisting of nine principles and ten standards, including fairness and equality and diversity (College of Policing, 2014a). During this incident there was potential for bias during the decision-making process. The use of stop and search is itself a contested issue, associated with discrimination and unfairness (Dodd, 2020), currently highlighted during the Black Lives Matter movement that has sparked protests worldwide (Dearden, 2020). There was potential Z may have been searched without officers first establishing reasonable grounds to do so. Policing values engaged during the incident prevented this, as myself and others ensured we upheld the Code of Ethics, particularly the principles of objectivity and respect, treating Z appropriately and making the decision to search only when there was evidence to suggest it was reasonable and proportionate to do so. Once Z was arrested, there was further potential for biased decision-making due to the fact Z is homeless. If a criminal conviction had been pursued, an application to remand Z in custody may have potentially been submitted if officers unfairly assumed Z may not attend court due to him having no fixed abode (Government Digital Service, n.d.2). Further policing values engaged during the incident prevented this, as myself and others present ensured Z was treated with fairness, upholding the standard of equality and diversity, treating him no different just because he was homeless. As a police officer, I believe I brought a logical dynamic to the incident, initially ensuring safety at the scene and then considering policing values in line with the circumstances present to identify the most appropriate disposal. Reflecting on the information available to me and my use of the NDM, I believe my use of discretion in recommending a caution to the Custody Sergeant was appropriate. A Diversion scheme is being trialled in other forces, whereby young people found committing simple possession offences are offered support from specialist drug misuses services as opposed to criminal convictions (Hymas, 2019). I am interested to see the results of these trials and whether the approach will be adopted in other police forces if it is reported to have a positive effect.

The purpose of police attendance at this incident want to establish if an offence had been committed. Once this had been identified, my role was then to investigate this offence. I achieved this outcome, requesting support from a male colleague to firstly establish the offence. I interviewed

Z in custody, liaising with his solicitor beforehand and explaining the circumstances and my recommendation for disposal to the Sergeant. I believe in achieving this outcome I dealt with the matter proportionately and view my use of discretion as a positive of the incident. I believe I utilised the NDM thoroughly, making my own assessment of threat based on the information available and updating my approach when new information came to light during the investigation. Policing values were engaged, removing any potential bias from the situation, with Z treated with fairness and respect. I am proud to treat everybody as an individual and believe this approach was appreciated by Z as I did not make any assumptions about his person or character just because he was homeless or due to his drug misuse. No language or ethnicity issues were present.

Under the CPIA (1996), officers have a responsibility to record, retain, review and reveal material obtained during an investigation (College of Policing, 2020). With regards to my responsibilities when conducting this investigation, I believe these were followed, with my approach thorough. Drugs seized during the s23 search were recorded correctly and I revealed this to Z's solicitor in pre-interview disclosure. I also revealed further material obtained, including a statement from the attending CSO and body-worn video footage. Following the closure of the matter, I marked the seized drugs for disposal appropriately, as they were no longer required to be retained for a policing purpose. This was the first time I completed disclosure with a solicitor as previously those I had interviewed had not been represented. I was surprised at how easy I found the process despite disclosure taking place over the telephone due to the Coronavirus pandemic.

Reflecting on the negatives of the experience, although I believe a caution was the appropriate disposal for Z, I am sure there are members of the public who would have been dissatisfied with police action on this instance. Media articles discussing alternative disposals such as the Diversion scheme have portrayed these options as letting criminals avoid conviction rather than what I believe they are designed to be; interventions and support for drug users (Hymas, 2019). I believe the stereotype that all offences result in imprisonment needs to be challenged and that awareness needs to be raised surrounding alternative means of dealing with police incidents. By doing so, I believe some of the biases and stereotypes that surround certain members of society such as drug users and the homeless will be challenged. In the future, I would like to communicate with members of the public, such as the female who initially raised concerns to the CSO, so that they are aware of the range of options available to the police and that sometimes imprisonment may not be most proportionate response (Kubic & Pendergrass, 2017). In the social context of budget cuts, Diversion programmes offer a cheaper alternative to incarceration and increased awareness of the benefits of the approach may potentially change public opinion and open further discussion on the topic (Kubic & Pendergrass, 2017).

In making sense of the situation, this incident has been a good example to me to reinforce the classroom learning around the use of discretion with a real-world example. I can see where there was potential for bias and understand now even more so the importance of following the Code of Ethics to ensure this is not the case. I struggled with the concept of disclosure and responsibilities held under the CPIA (1996) in the classroom but have found this incident has made this clearer and I now further understand what is required of me going forward.

This essay has reviewed an incident I have attended where I have used my discretion to issue an alternative disposal, a police caution, as opposed to a criminal conviction. I have examined the social and legislative context of the situation, considering the nature of stop searches, the Coronavirus pandemic and economic issues. I have reviewed my application of the NDM and CPIA (1996) alongside policing values and have considered the potential for bias in this incident. In the future, I now have greater awareness of the use of discretion in decision-making. Further revision of and experience fulfilling my responsibilities under the CPIA (1996) will improve my response as I will be able to build on the skills I have developed during this incident.

2693 words

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
Revision of and experience of fulfilling duties under the Criminal Procedure and Investigations Act (1996)	I will review my requirements as a police officer to ensure I fully understand these. I will then put this into practice as I take on my own cases when I join response to reinforce my learning.	Online resources such as the College of Policing website and local force intranet will provide support and guidance I can use in my revision. My Sergeant will be able to provide support to me if I am dealing with cases and am unsure of what I need to do.	6-12 months
Knowledge of legislation	I will review the notes I have made during my initial learning period to ensure I recall all of the topics covered in initial classroom learning. Whilst I am comfortable with some topics the amount covered was vast and I need to refresh this.	I will initially review my Blackstones handbook and revision notes. Any questions or topics I am struggling with I will be supported by my colleagues on shift as they will be able to support me at incidents and provide advice.	6 months
Conflict Management	I will reflect on incidents involving conflict and my application of Betari's box in order to improve my response by identifying what I have done well and where I can improve. I will discuss this with attending colleagues where appropriate.	Attending colleagues who observe my behaviour at relevant incidents will be able to support me by providing feedback from their perspective of how I handle incidents involving conflict.	3 months

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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: RACHEL GRIFFITHS (Learner, Electronic signature or type name)

Date: 25/11/2020