

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

CONTINGENCY REGULATIONS MARCH 2020

In light of the current COVID-19 situation the university, along with all HEIs, have put in place contingency plans for student assessments, learning and progression. These have been done at a senior level and in line with the QAA and endorsed by the College of Policing.

As a result, the two workbooks that would have been completed as part of your course are now combined into one.

Workbook title: Competency Based Workbook (1 & 2 combined - 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 and 2 (PCDA)

Module title: Policing in the Workplace 2 (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):

Workbook1 and Workbook2 combined cover these areas:

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Vulnerability and risk
- Understanding the police constable role
- Conducting investigations (Interviewing suspects)
- 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.

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
Task 5	Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.	1500
	Bibliography	
	Development Plan	This plan and signed OPP is equivalent to 1000 words
	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	
	Confirmation of Confidentiality and Plagiarism	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Focussing on your initial 6 months of learning and/or your tutorship, reflect on the coping strategies you have applied to develop resilience and minimise stress when adapting to your role as a constable within the workplace (e.g. nature of the work, organisational culture, shift pattern, pressures of work and joining a new team).

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

ANSWER:

Whilst focussing on my initial 6 months of tutorship, I will be supporting my reflective learning on how I developed resilience and minimised stress by using coping strategies and models such as: Gibb's Reflective Cycle (1988) and Reflective Practice for Policing Students (www.learningmatters.co.uk) (Selina Copley, 2011)

Beginning my journey with Gwent Police presented lots of uncertainty and self-doubt. I had spent years chasing my dream of becoming a Police Officer, at one point being successful and having to drop out, and now I had finally succeeded in regaining a position.

I knew there would be many new opportunities; to be part of a new team, to build professional status, and finally become successful in a career I have longed to be part of. However, it is my own insecurities that made me question my new position – am I now too old at the age of 50? Will I feel accepted as a result of this? What if the job isn't something that I want? Whilst I have experienced moving to a new job several times before, the vast change in career path exacerbated these anxieties further. Realising this is the job I so much wanted, I soon began to appreciate the challenges ahead, remembering how I have thrived in all other new positions.

On the first day, I felt overwhelmed. Not only was I moving to a new role, but I now had to educate myself appropriately. I quickly realised that learning and maintaining an educational routine was going to be key to my success. I made my learning a priority and part of my daily routine in order to allow myself the best chance of success, studying early morning before classes, and at the end of a day. It became quite difficult to manage education as well as a family.

After completion of the first exam, I again felt overwhelmed. A new experience and I felt like I had put in a lot of effort, and had only gained 40%, a near fail. This was the moment of realisation where my emotional resilience was key, and maintaining positive mental health was invaluable in order to get through this. It was clear, the structure I thought as appropriate needed work, and adjustment. I made significant changes to my daily schedule to ensure I account for suitable time.

I ensured I planned ahead, following the Pareto Principle 80-20 rule (80% of results come from 20% of the effort put in). I ensured revision was focussed and effective, and I also spent time in work with colleagues that were supportive, so, when we had learning time we engaged with each other and gained a better understanding of the topics coming up in forthcoming exams. Exercise has always been a major part of my life so I changed my routines to get the best workout in a shorter timescale and practice mindfulness.

As a result of my near-fail, I was able to reflect on what changes I had already made, and introduced a more suitable regimen that accounted for a busy personal life. With these changes, and a support from a good colleague network, I managed to obtain a 63% overall pass rate, a far cry from the near-fail in the first exam.

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:

I will be focussing on a specific policing incident involving conflict which happened during my initial three months of engagement working with my tutor at Ystrad Mynach Tutor Pod. I will be supporting my reflective learning on how I developed good interpersonal communication skills, managed conflict and decision making, and by doing so successfully valuing difference and inclusion. This assignment will look at the moral, legislative and ethical aspects of policing.

To evidence my work I will be using strategies and models such as: Gibb's Reflective Cycle (1988), Betari's Box, Reflective Practice for Policing Students (Copley, 2011).

“Research shows that police encounters where decision making is explained and individuals are treated with fairness, dignity and respect are likely to increase public compliance, cooperation and satisfaction and help to reduce crime.” (Mazerolle [et al], 2013).

As a response officer for Gwent Police I was assigned a call by control room to attend a “Covid Call” as back up along with my colleague and tutor, an incident that occurred during the coronavirus lockdown period of March 2020 in South Wales. The Health Protection (Coronavirus Restrictions, Wales) Regulations 2020 was applied in this incident, part of The Control of Disease Act 1984, “updated in 2010 to give public authorities more comprehensive powers and duties to risk assess and prevent and control the risk of infection to human health. This includes the power to force certain restrictions on persons or premises in the event of a threat to public health” (<https://gov.wales>health-protection>).

The nature of the call was a party in the street where approximately 15 people were gathering without care for social distancing regulations. A number of calls had been made to 101 regarding it. Whilst travelling to the address I was informed by the control room that a fight had broken out down a side street. I was informed that a woman had grabbed a teenager and it was alleged the teenager was punched to the face numerous times. The teenager’s mother had called 999. The person who was assaulted knew the suspect and also knew her address. The suspect had previous warning markers for violence and mental health concerns. This was the second call to the same street that day, and I was allocated the role of the arresting officer.

Using the National Decision Model (College of Policing, 2014) on my way to the scene, I assessed the information I already had received about the incident and had to consider the suspect’s previous warning markers. I thought about my actions and how I could manage the situation, working my strategy closely with the policing Code of Ethics. My main priority was protection and prevention of further harm to others, including colleagues, so I considered what policies might have applied to the situation, i.e. the of use restraints or handcuffs may be required for the female as she was previously known for aggressive behaviour. It was very likely that she would still be present at the street party so I would need to make an arrest, but this would depend on further investigations and what else was presented or demonstrated upon arrival at the scene. It was clear that my actions were to be consistent with legislation, guided by the policing mission and values and expectations. My primary response would be to identify the suspect and take immediate action dependent on the situation presented.

On arrival, I identified the suspect and walked over to her calmly, and asked her if she was the named suspect. *Andersen & Gusstafsberg (2016)* state that “*situational awareness has been defined as the ability to perceive and process all potential threats in the environment*” and as a result of assessing my positional awareness, I calmly informed her that I was arresting her for Common Assault, Section 39 –Criminal Justice Act 1988. I proceeded to engage and apply handcuffs in back to back position as I formally cautioned the suspect. She then became agitated and actively aggressive. I responded by quickly considering how to react to this conflict to ensure that my behaviour or attitude didn’t cause it to escalate and adopted the “betari box theory” as explained by Mulder,P (2018); “the foundation of the Betari Box

pertains to the idea that human behaviour influences one's own attitudes. One person signals and interprets the behaviour of another and that forms the start of the cycle. After all, people act based on other people's behaviour; it influences the actions the other takes. This, in turn, influences that person again."

Responding calmly and maintaining eye contact meant she would focus her attention on me. By changing my posture to a relaxed position and consciously reducing the heart rate, this helped me stay in control, and professional where I was able to help diffuse the situation which had the potential to escalate as there were a number of onlookers. I escorted her into the van whilst explaining my intentions to search using Section 32 of the Police and Criminal Evidence Act 1984 (PACE), which gave me the power to search after arrest with reasonable grounds to believe that she may be a danger to others or herself. I searched her in the van and found nothing. I shut the door to the cage and sat watching the suspect whilst she was conveyed to the custody suite.

During the journey the suspect screamed abuse at me whilst banging her head backwards against the wall. I reviewed my previous attempt at subduing the suspect and attempted to try again. As she hesitated for a breath I spoke quietly to her. I sat facing the suspect and told her it upset me to see her so angry and self-harming. I asked her to sit and talk to me, that an arrest was the only option. My intention was to calm her and to stop her spiralling out of control so I responded to her behaviour by acting calmly and showing her empathy and respect.

I listened to her as she explained the reasons behind her behaviour and actions by being non-confrontational and focused on her issues and her point of view. By responding calmly I managed to stay in control and diffuse the situation until we conveyed to custody.

In interview the subject became aggressive yet again by smashing her hands on the separating partition and I once again engaged calmly. I used effective questioning techniques, such as open ended questions with pauses to allow a response. This gave the subject time to think and reflect on her personal feelings and allow to get to the root cause of the problem. By encouraging the subject to explain why she felt and acted the way she did, it gave her a platform to express her feelings and tell her side of the story. I constantly made eye contact and sat facing the subject with my hands on my lap in an open posture, empathising as I demonstrated understanding by nodding my head and paraphrased what she had told me to check the details. By being non-judgemental the subject opened up and became very transparent with her answers during interview. This falls in line with the details as shared by Mazerolle [et al.] (2013) "evidence from the review in the College of Policing (2015) Personal Safety Manual suggests that specific communication techniques were a common element of effective training. Officers repeatedly stressed the value of effective verbal communication to create time and distance, slow things down and help build a rapport with an individual".

It turned out that the girl she had assaulted had been sleeping with her partner whilst she had been working behind the bar. Now lockdown had been put into force, he hadn't been to see her so she told other people in the hope it got back to the suspect, which it did.

At the time of the incident I constantly had to reflect on my actions as these situations happen so quickly, questioning what scenarios that could have transpired. My priority was demonstrated by managing the suspect and preventing harm to others.

I have come to recognise that although there are guidelines such as evidence-based information on the most effective techniques to de-escalate and specific legislation to follow, no call will ever follow these rigidly or be the same. Having acted on the information received from the call handler and other intelligence sources, and what was heard and seen at the incident, my actions were suitably justifiable.

This incident was my first arrest and reflecting on the situation, I can now use my experience and adapt for the future for more positive outcomes.

“Anger is an acid that can do more harm to the vessel in which it is stored than to anything on which it is poured” (Mark Twain). Reflecting on this quote, my explanation would be, if I “poured my anger”, hit that person, it would harm that person. But if I stored that anger inside and kept that anger long enough, the harm to myself or my mental health would be far greater than letting it go and moving on.

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:

I will be focussing on a specific policing incident in which I played a significant role with a victim of a domestic assault. This incident happened during my initial three months of engagement working with my tutor at Ystrad Mynach Tutor Pod. I will be supporting my reflective learning on my responsibilities and procedures in line with the relevant codes of practice to support victims through the criminal justice system.

To evidence my work I will be using strategies and models such as: Rolfe et al.'s (2010) reflective model. The Victims' Code which was established by the Domestic Violence, Crime and Victims Act 2004

"The three stages of the model ask you to consider, in turn, what happened, the implications of the occurrence, and the consequences for future conduct. The model is cyclic; Rolfe et al. (2010) suggest a series of questions which may spring from the initial three; these may be used to refine reflective thinking and isolate the key elements of the situation or occurrence so that they can be understood in more detail." Adapted from Rolfe, Jasper, and Freshwater (2010).

As a response officer for Gwent Police, I was assigned by the control room to attend a domestic violence incident in relation to a call that had been made by a male stating that his girlfriend was intoxicated and had assaulted him.

I arrived at the address with my colleague and tutor, and activated my body worn video camera as there was a critical marker on the address as high DV. On arrival it was clear that both parties involved in the incident had been separated. My colleague and I went to speak to the alleged victim at the time who had gone to a neighbour's address to wait for the police to arrive. When attending the address a male approached us. His T-shirt had been ripped to the front. He introduced himself and began to tell us what happened. My colleague began to take a first account from the male who had stated that he and his girlfriend had been arguing over her son's mobile phone. The male stated that his girlfriend had then left the address and gone to her mother's house for a couple of hours and returned home 2 hours later intoxicated and started to assault him.

Whilst taking the first account from the male, my tutor called me over and said that he had just spoke to the son who has stated that he had witnessed the male assaulting his mother by head butting her and punching her to the face. From these new details and information I had from control room before attending the call I decided to arrest the male for a Section 47 assault, Actual Bodily Harm. He was placed in handcuffs to the front in a stack position.

My colleague and I walked him to the van where I conducted a Section 32 search of his person. No items were located in this search. He was then placed in the van whilst we waited for our tutor to speak to his girlfriend. We then conveyed him to custody.

After booking the male into custody we re-attended his girlfriend's home to further investigate and get statements. On arrival I spoke the male's girlfriend and she disclosed to me that the male has assaulted her on by punching her in the face and by head butting her in the back of her head. She was upset as soon as my colleague and I arrived and was distraught on and off throughout telling us her account.

She explained to my colleague and me that there had been ongoing abuse within her relationship. She said that she couldn't see her family because of his controlling behaviour and that he also controlled what she spent her money on. She also said that he has threatened to strangle her and stab her on previous occasions to this incident. She has also said that he verbally abuses her on a regular basis and that he makes fun of her teeth because he knows that it's something that she's conscious about. She stated that she is scared not only for herself but for her oldest son who is not biologically related to her boyfriend.

She disclosed to me that when he had punched her it was to her left eye and I could see minor, red swelling underneath but only up close and it wasn't obviously visible. She also told us that she could feel a swelling on the back of her head from where she had been head butted but this was not visible due to her hair covering it.

After completing a DASH assessment I explained to the victim my responsibilities as a police officer attending and the course of action I wanted to take and ask if she was willing to cooperate. At this stage she was willing to move forward and prepared to go to court, but had considered that in the morning she may withdraw consent as many do. I gave the victim safeguarding advice and advised that I would return the next day to update her and left to write up the OEL. I proceeded to fill out a Public Protection Notice to protect the victim and make her feel as safe as possible. I emailed this to social services and a MARAC form. "MARAC is Multi Agency Risk Assessment Conference. It is a victim focused information sharing and risk management meeting attended by police officers and public protection officers, children's social care and other specialist domestic services." (Reducing the risk of domestic abuse, no date).

"The underlying principle of MARAC is that no single agency or individual can see the complete picture, but all may have insights that are crucial to the victim's safety. The victim, children or perpetrator do not attend the meeting but the victim is represented by an IDVA who speaks on their behalf". (College of Policing, 6 September 2018).

The next day I contacted the victim and updated her with the actions I had taken and informed her of The Victims' Code which was established by the Domestic Violence, Crime and Victims Act 2004. I explained the purpose of the code, that she as a victim knew what information and support was available to her and that it was given to help her to recover and be protected from being victimised again.

I informed the victim what each criminal agency such as the CPS, court services and police would do for her. That she would be informed of each step with regards to progress with the investigation, be referred to the appropriate victims' support services. Be told if the perpetrator will be released, bailed, charged, and if prosecuted, she could apply for special measures if the case went to court, if her or her son had to provide evidence. I asked her to make a Victim Personal Statement. I explained that it helps the court to understand the impact the crime had on her and that she could have it read out in court.

Reflecting on the call I felt very upset and constantly questioned whether I did enough for the victim and her children. The older son and the victim were very frightened and her other two youngest children didn't seem to have a care in the world, but if this situation carried on it could cause adverse childhood experiences.

This perpetrator had established coercive control over vulnerable persons and had consciously used this behaviour to gain power over his victims. The thought of these children having to endure this life and the effects it could have on theirs in the long term really affected my judgement and kept reminding me of my ACEs training.

"Adverse Childhood Experiences are events which happen in childhood which are traumatic. Studies and research spanning over twenty years have shown

that the more of these ACEs a child endures, the greater the risk of having physical and mental health problems later in life.”(ACE Training, no date)

I firmly believe I engage policy values in every call I attend. The call came from the male claiming that the female had assaulted him, when in fact the male was the aggressor. With regards to this I used impartiality and analysed the situation critically. It is my duty to act in a fair and unbiased manner, I treated both victim and aggressor with dignity and respect until I made the decision to arrest. I demonstrated a high level of understanding and realised that my compassion and commitment would support the public and deliver and contribute to a better service and would reflect positively on me as a police officer and also in the force I work.

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:

I will be focussing on a specific policing incident in which I played a significant role with a victim of a domestic assault. The incident happened whilst being double crewed on a night shift at Bargoed Police Station. I will be supporting my reflective learning on the National Police Curriculum of decision making and

discretion, conducting investigations and criminal justice, and the managing of offenders.

To evidence my work I will be using strategies and models such as: Rolfe [et al.] reflective model (2010), College of Policing (2014) and Betaris Box.

As a response officer for Gwent Police, I was on mobile patrol recently with my colleague when I was allocated to an emergency call which come from the Force Control Room. The call handler stated that there was a neighbour in the street he resided at, and he was in his next door neighbour's garden kicking at the door and the caller stated that he was in possession of a knife or screwdriver.

I diverted to the emergency with my colleague with blue lights. With regards to the information presented (i.e. numerous numbers of people in the street, weapons present), I made the decision to request a back-up unit for assistance.

I arrived at the address within five minutes and proceeded to the designated property. A male who I now know to be the DP approached me outside his address, which was next door, and informed me that the male next door, who I now know to be the victim's partner had pointed a rifle at him and his daughter in the street. These two houses are next door to each other, but different streets.

Within a few minutes of arriving the request back up unit arrived on the scene and spoke to subject whilst I went to speak to the IP to take a first account.

The IP alleged that the DP had shouted at her and called her "a whore", he also glared at her partner and her brother from his garden. The IP stated that this had happened previously just a few weeks ago and that police were asked to attend. The IP said that these instances occurred always after he consumes alcohol. The IP said that she shouted back at him and the DP entered her property and kicked her front door and allegedly told her that he would choke her out and threatened to kill her partner. As he approached her, she noticed that he had something in his right hand, which resembled a screwdriver. This caused the IP and her partner to go back into her home and lock the door.

I asked the IP if her partner had a rifle and she said that he owned a 22 calibre air rifle. The IP then proceeded to show me where the rifle was. It was in a case at the back of a wardrobe in the bedroom. She stated that there was a rat infestation in her garden and that her partner had used it once to shoot them. I informed the IP's partner that I was seizing the rifle.

I approached the DP who was with the other unit and asked one of my colleagues what the DP had said. My colleague stated that he had just come from a funeral and all he could smell was weed, so he shouted over the garden to his neighbours. He then said that the IP's partner had an air rifle and pointed it at him and his daughter and said that he was going to kill them.

Once I had obtained all the relevant information I revolved all decision making around the “The National Decision Model” from National Decision Model (College of Policing, 2014). “The National Decision Model is a police framework that is meant to make the decision making process easier and more uniform. It is to be used by all officers, decision makers, and assessors that are involved in the whole decision process. It is not only used for making the decisions but for assessing and judging them” (College of Policing 2014). The six sections to the NDM encompass around the policing code of ethics where each section assists in assessing the situation to provide a positive outcome.

Reflecting back on the incident and how I dealt with it, the first process was to gather all the information and intelligence. I asked myself certain questions such as, what is happening, what I know so far, what kind of information I need to know, such as warning markers on the property or occupants.

I was surprised that there were no serious warning markers on the house or the occupants as weapons were reported in the cad log. The information helped me prepare for the call and further enhance my decision making.

By assessing the threat and the risk of possible harm to myself, colleague or the community, I started to develop a working strategy. I made the decision to ask for another unit to support the call and ask if there was scope for firearms to be deployed if necessary. After reflective learning from a similar call I tried to qualify the situation - how serious it could be? What level of risk if there? What could go wrong? I thought about what I need to achieve and whether I needed to take action immediately for an effective arrest.

I considered the powers and policies on the way to the call, and thought about arresting the DP for possession with intent to damage (Section 3 Criminal Damage Act 1971) and also Fear and Provocation of Violence (Section 4(1) a Public Order Act 1986). I usually try not make assumptions but to cover the national guidance and plan for what legislation and policing powers I might require considering justifications for actions.

Identifying options and contingencies is the hardest part of the NDM. As the cad log generated only has a small amount of information and the fact there were no warning markers I felt unsure in my decision making in this situation. Knowing that the incident was in the street could have impacted on the community or affected the decisions considered if things did not happen as suggested. I then reflect that as long as my actions are JPLANED my rationale is suitable.

Once present at the address and discussing the situation with colleagues, I made the decision to arrest both parties for Affray (Section 3 Public Order Act 1986) and seized the rifle under the Firearms Act 1968. The screwdriver couldn't be found. At one address a male was smoking a small amount of cannabis. Using my discretion I gave him a warning and words of advice.

Once the incident was over I reviewed my decisions with colleagues and reflected on what could have been changed or adapted to have a more positive outcome. “A criminal investigation is an investigation conducted by police

officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it.” (library.college.police.uk)

As Officer in Case my responsibilities with regards to providing evidence alongside the Criminal Procedure and Investigation Act 1996 were complex. I had to work closely with colleagues and other departments such as custody, CPS to make sure all relevant information such as the relevant MG documentation, witness statements, disclosure, the 999 call and evidential property such as exhibits were put forward within the right timescale. To delegate tasks such as chasing up outstanding statements and house to house enquiries and to make sure that all material used in the investigation is relevant. OIC also, manage the offender, providing them with the documentation needed, such as bail conditions and application pre charge.

With the recording of information there was CCTV footage pertinent to the case, so it was retained on a disc. The air rifle was seized using powers of seizure under the Police and Criminal Evidence Act 1984. The duty to retain comes under section 22 of the Act.

All relevant material to the investigation had to be recorded, so as OIC I had to make sure it was recorded in a durable or retrievable form. These included: police officer notebook entries, custody records, 999 calls, witness statements and also draft version that differed to the original, the air rifle as an exhibit, interviews of both DP's, first descriptions of the subjects and negative information or information which casts doubt on the reliability of the witnesses. The length of time material is to be retained must also be take into account.

“In an organisational setting value based decision making has come to mean that all decisions should be based on known goals and values of the organisation” (Mills & Spencer, 2005, 26). “Value based decision making encourages reflecting on multiple value based perspectives in order to reduce legitimate value conflicts or ambiguous situations” (Hall & Davies, 2007, 1589; Mills & Spencer, 2005, 29).

Policing values were engaged by a number of basic processes. Listening to the FCR with regards to the call, everyone was expecting the situation to be much worse than it was, to the point that the sergeant came to the scene. Once at the scene we took ownership of the situation and engaged with each suspect and the general public by showing impartiality and being emotionally aware of the situation. As two units attended we worked collaboratively to disseminate the information and evidence presented to us as there were different first accounts from different individuals. I analysed the situation critically and acted in the best interests of the public service by arresting both persons in order to further investigate the incident.

Task 5

Relevant areas of the National Policing Curriculum:

Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.

You must choose **a policing incident** in which you played a 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).

Explain your considerations in relation to vulnerability and your responsibilities for safeguarding individuals involved. Outline the police role in managing these factors to reduce risk. (Consider the personal vulnerabilities of the individuals involved, including situational/environmental factors that can result in risk or harm).

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:

I will be focussing on a specific policing incident involving criminal justice, valuing difference and inclusion which happened during my initial three months of engagement working with my tutor at Ystrad Mynach Tutor Pod. I will be supporting my reflective learning on my engagement with a vulnerable adult and unborn baby, and the process with regards to my responsibilities and procedures to support her and apply safeguarding measures whilst she goes through the criminal justice system. By doing so I will outline how I managed these factors and helped to reduce risk.

To evidence my work I will be using strategies and models such as: Gibb's Reflective Cycle (1988), Reflective Practice for Policing Students (www.learningmatters.co.uk) (Selina Copley, 2011)

Whilst on mobile patrol late one evening with other officers, I was allocated an emergency call to attend a domestic violence related incident. The caller had said that officers had been to the address previously that day and informed the caller that if the situation escalated to promptly contact the

emergency services. The force control room had a report of multiple occupancy at the property, so were unable to establish who was responsible. I was advised that persons within the property had markers but FCR (Force control room) were unable to pass them on as they didn't know what was relevant at this time.

On attendance I was greeted by the on shift project worker who informed me that the couple concerned had been in a relationship for one month, and were living in sheltered housing in rooms located adjacent to each other and a breach of the peace happened earlier but no offences were committed.

On questioning the witnesses on the second call the relevant information given was that the couple had gone out in the afternoon and had drunk copious amounts of alcohol. The male had started a verbal argument with the female. This escalated later on in the evening and the female entered the male's flat and pushed the male and smashed a cup on the floor. The male tried to push the female out through the door and she kicked the door, damaging the locking mechanism and ran into the flat and smashed the kitchen window and pulled the victim's hair.

I questioned the female suspect who made it known that she was 27 weeks pregnant and had been drinking excessively and smoking cannabis. The suspect admitted criminal damage and that she had the male but stated that she had been goaded by the victim all day. My colleague spoke to the victim and he wouldn't corroborate the evidence and stated nothing had happened. The victim refused to complete a DASH Risk Assessment.

"The aim of the DASH (2009) Risk Identification and Assessment Model is to:

- save and change lives through early identification, intervention and prevention**
- identify risk and needs**
- ensure an effective investigation**
- create a common language across agencies to refer a case to risk management meetings such as MARAC**
- enable information sharing**
- inform decision making"**

www.dashriskchecklist.co.uk/dash/

I informed the suspect that I was arresting her and spoke with her before the arrest. She was very scared and vulnerable at this time and I wanted to keep her calm as I had received further information from FCR that she had markers for severe anxiety and suicidal thoughts. I arrested the suspect for Section 1 (1) Criminal Damage Act 1971 and Common Assault – Section 39 Criminal Justice Act 1988. The legislation used was "Code G – Powers of arrest under section 24 the Police and Criminal Evidence Act 1984 (GOV.UK 2012)

Once arrested I performed a Section 32 search in line with legislation, "a constable may search an arrested person, in any case where the person to be searched has been arrested at a place other than a police station, if the

constable has reasonable grounds for believing that the arrested person may present a danger to himself or others” (legislation.gov.uk, no date).
In this case, my priority was to prevent further harm to victim and unborn baby and prevent further damage to property.

Taking into account how vulnerable the suspect was, I made the decision not to use handcuffs and sat her in the back of the van alongside me so that a seatbelt was provided and that I could monitor her as she was very intoxicated and very upset by the whole situation. Whilst being conveyed to custody the suspect became very agitated and I reassessed the situation. I decided not to use handcuffs, instead to engage in tactical communications to diffuse the situation.

“It is often said that communication is a two way process that relates to verbal interaction (speaking and listening), observational interaction (watching and being observed) and individual perceptions (interpretation) of what is seen and heard.

(NationalPolicingImprovementAgency2012, personal safety manual, p3).

According to Brown (1965), language is a set of arbitrary symbols [...] which, taken together, make it possible for a creature with limited powers of discrimination and a limited memory to transmit and understand an infinite variety of messages and to do this in spite of noise and distraction. (Richard Gross, 2015.p314)

Having worked previously with mental health conditions communication was one of the most important skills I used. Having effective communication is important in policing as it improves policing performance and can improve confidence, community engagement and help support victims and suspects that are going through the judicial system by building rapport and trust, thus bringing about cooperation. In this situation I used the “Communication Model” developed from the original work of Shannan and Weaver in 1949.

“This model is specially designed to develop the effective communication between sender and receiver. Also they find factors which affecting the communication process called “Noise”. At first the model was developed to improve the Technical communication. Later it’s widely applied in the field of Communication.” (Businesstopia, 2018)

The communication model relies on active engagement between the sender and receiver. So my main objective was to relay the message successfully. I had to relay the message in a way that the suspect understood and grasp my intentions. My intentions were verbally projected in a face to face situation using open body postures. The way I used clarity and the tone of my voice whilst enhancing this with nonverbal communication helped to express my feelings. Nonverbal communication include, body posture, facial expressions,

gestures and the use of personal space. This is known as kinesics. The suspect then decoded the message. This is the perceptual process where the person decoding organises and interprets the relayed information. This part of the process is where I built a rapport with the subject and I could determine whether the suspect understood the message I was trying to communicate. The suspect immediately responded with feedback using verbal and nonverbal gestures.

The suspect was charged at the custody suite and interviewed and released on bail with conditions. The conditions were that the suspect not contact the victim. This was hard as they both lived in the same property.

During interview the suspect disclosed that she misuses alcohol and cannabis, however reported to professionals she has not consumed alcohol for approximately 1 month. It was also reported that the suspect had commented that she has 'never really stopped drinking'. This was a major concern for me as the suspect was not being honest.

The suspect's lifestyle choices were placing her unborn child at risk of significant harm due to her substance misuse and violent behaviours. Her behaviour also raised concern, with the recent incident reporting she had assaulted her partner and caused significant damage to his living area.

There is information held that the suspect's relationship with the father to unborn was also violent and that an incident between them in 2019 resulted in her having a miscarriage. She had recently entered a new relationship with another resident at the property she was dwelling in and this had also turned into an aggressive relationship.

In addition, her housing needs remained a concern, as she has been served with a 28-day reviewable notice. Given the vulnerabilities of herself and the unborn, using my police powers and policies to safeguard the suspect and unborn, I completed a Public Protection Notice and referred to Social Services. Nature of the concern: to include if any offences have been disclosed - Mother's Alcohol Misuse, Incident of Violence whilst Pregnant and previous markers for self-harm and mental health. Also, the victim had markers and was a DV aggressor to an unrelated person.

It was therefore agreed during discussion that Social Services would undertake Single Agency Section 47 enquiries / assessments with a view to proceeding to ICPCC (initial Child Protection Case Conference).

Development Plan; (equivalent to 500 words, note that this is not the actual number of words you need to use in completing the table. The 'equivalence word count' reflects the thought and research you put into it.).

As part of your reflective process, please use this table to aid you in identifying the next steps for development. (To be completed at the end of workbook completion).

Identified area for development	How it will be achieved	Who can provide support?	Timeline
More confident In assessing Situations and Making decisions.	By gaining more Experience of the Role and reflecting On each call and Acting on the mistakes made using positive action	Colleagues and Sergeant	Ongoing
Be more positive In my abilities And not second Guess myself When I know the answer	By being in the Job role and Gaining a more Extensive knowledge of The role.	Support from other Police officers During calls	3 months
Gaining a more Extensive knowledge Of legislation And how to Adapt it to Policing situations	Reading through the College of Policing Literature and Moodle.	Colleagues can Support this During calls	6 months

Reference page

Your reference page 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.

Only one reference page required that covers all your workbook task.

Note that a reference page contains only the sources you have cited. We are not requiring a bibliography for this workbook which would cover all sources you researched but may, or may not have cited in your work.

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CONFIDENTIALITY and PLAGIARISM – to be completed by the learner

All information provided in this workbook complies with the guidance on confidentiality. I confirm that all work is my original work and has not been copied. Plagiarism is taken very seriously by the University and the programme.

Electronic signature accepted, either pasted in as a 'picture', or simply typing your name.

Signed: Alison Jackson (Learner

Date: 12/07/2020

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

By signing below you are acknowledging your on going progress on O.C.P. This is recognised by the University as work that is fully supporting this submission and in signing it will be equivalent to 500 words, contributing to your overall word count.

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

Signed: Alison Jackson (Learner)

Date: 12/07/2020

Electronic signature accepted, either pasted in as a 'picture', or simply typing your name.