

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

In this essay I am going to talk about my period of 6 months in initial training to be a police officer, I will be talking about what stress is and I am going to look at my coping strategies used to minimize stress. I am then going to talk about what worked and analyze the effectiveness of each strategy.

The National Health Service Website refers to stress as the following:

Stress is the body's reaction to feeling threatened or under pressure. It's very common, can be motivating to help us achieve things in our daily life, and can help us meet the demands of home, work and family life.

But too much stress can affect our mood, our body and our relationships – especially when it feels out of our control. It can make us feel anxious and irritable, and affect our self-esteem.

(National Health Service, Every Mind Matters, 2022).

After researching stress involved within policing, I now know the importance of the coping strategies I have started to develop in initial training. I understand that these will be vital to my mental well-being going forward in my career. When you look at the way the NHS talks about stress and then combine it with the results from a survey the Police Federation completed in 2019, it is clear that stress is highly prevalent within the policing sector:

The survey found that almost 8 in 10 (79 per cent) of officers say they have felt feelings of stress and anxiety within the previous 12 months and of those, 94 per cent said these difficulties were caused or made worse by their job.

(Mind, 2019)

The strategies I have used to minimize the effects of stress and develop resilience have actually been quite straight forward, nothing complex and nothing that requires much planning. I am an extremely competitive person so to take my mind off of the stress of revision and exams during training I would play snooker or golf. These are sports where I have no one else to blame and I am the only one that can determine the outcome of how well I do. The focus required to play at a high level in either of these sports allowed myself to take well needed rests from revision and concentrate on the task in hand, it was allowing my mind to relax and avoid burn out.

The next and what I would say was the most effective coping strategy is a simple term called walking and talking. This coping strategy combines two proven stress reduction techniques. Referring to an article published on their website by HuffPost (2013) there are 5 ways walking helps to relieve stress: -

1. It can put your brain in a meditative state.

2. Spending time outdoors reduces stress.
3. Walking boosts stress-busting endorphins.
4. Walking with friends has even more stress-relieving benefits.
5. Walking boosts energy and reduces fatigue.

Ravenscraft (2020) was a very useful source of information when researching the benefits of talking about our feelings:

When you are feeling very intense feelings — especially fear, aggression or anxiety — your amygdala is running the show. This is the part of the brain that, among other things, handles your fight or flight response.

When you get stressed or overwhelmed, this part of your brain can take control and even override more logical thought processes.

Research from U.C.L.A. suggests that putting your feelings into words — a process called “affect labeling” — can diminish the response of the amygdala when you encounter things that are upsetting. This is how, over time, you can become less stressed over something that bothers you.

(Ravenscraft, 2020)

I truly felt the benefits of walking and talking throughout my initial 6-month training period, but this was heightened during the month of November when I took part in fundraising for the MOvember foundation. The MOvember Foundation is all about making a difference in mental health and suicide prevention, prostate cancer and testicular cancer. During November 2021 I set a goal walking 6250 meters every single day to say thank you for the £6250 I had raised for the charity in the 5 years prior to joining the police. The aim was to get as many men, women and children out walking with me each day and talking about their mental health. What came as a surprise for me was how much talking to others about their daily struggles helped me rationalize my own emotions and reduce the feeling of being overwhelmed or stressed.

In summary I would say that I didn’t dramatically change anything in my life during the initial training period however, I did rely on people around me and physical / mental exercise to not become overwhelmed or succumb to the stresses that were unfamiliar to me. I have noticed that the more time I have out on the golf course during my rest days, the more productive I am once I finish. I believe this to be a result of the physical exercise element of the sport but also the self-satisfaction of improving in a sport I love.

Reflecting and reviewing the 6-month training period and now explaining the coping strategies I used, I would say that the walking and talking fundraiser I organized was by far the most effective coping strategy I have ever encountered. Walking nearly 4 miles a day was great physically but the feeling of decompressing the mind when talking about our feelings. Hearing others acknowledge their own stresses and worries is a feeling I could not explain, it is relaxing, reassuring and reduces the feeling of isolation. Walking and talking is something I have implemented into my day-to-day life. I know when I am feeling stressed or starting to become overwhelmed, I can call a few friends, get out in the fresh air and understand how to deal with the pressure.

This essay has been very helpful in recognizing what coping strategies were and this has helped me acknowledge what I could use moving forward in my career and day-to-day life.

Word Count 1005

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:

In this essay I am going to be talking about conflict in an incident where a drunk driver became aggressive towards myself and other emergency workers. To Structure this essay, I will be using Borton's reflective model (Borton, T. 1970). Using this reflective model, I will talk about what happened, what I did and what I will do moving forward.

The incident I am reflecting on happened during my first full block of shifts. The incident was an immediate response call for a road traffic collision involving 3 vehicles. The reporting person was witnessing a white male aged between 30 and 35, trying to walk away from the scene however he then collapsed and was motionless on the floor. I, along with other officers attended the scene and found the male was conscious but unable to move from the ground and he was heavily intoxicated. The ambulance was due imminently, I could not assess the level of injuries the male had sustained. This meant I could not risk moving the male from his current position without full knowledge there were no neck or spinal injuries.

The decision to not move the male was made solely by myself and confirmed by my supervisor. I used the National Decision Model which is vital in policing:

The National Decision Model (NDM) is suitable for all decisions and should be used by everyone in policing. It can be applied:

- To spontaneous incidents or planned operations

- By an individual or team of people
- To both operational and non-operational situations.

Decision makers can use the NDM to structure a rationale of what they did during an incident and why.

(College of policing, 2013)

Using the National Decision Model, I gathered the information and intelligence I had available which was that a heavily intoxicated male had been involved in a very serious road traffic collision. The male walked briefly after the initial incident however collapsed and became unresponsive. Paramedics with an ambulance were due imminently and the male was in no immediate danger in his current position. I assessed the threat of leaving the male in the current position however the threat of moving the male and causing serious injury far outweighed the threat of keeping him in his current position. I considered what my powers were and the policies in place for this situation. Taking all of the above into account I considered all options available to myself and I took action to get a foil blanket from our police vehicle to keep the male as warm as possible whilst waiting for the paramedics. Once the paramedics arrived, they confirmed this was the best thing we could have done and praised officers for this. Paramedics completed their assessment and initial treatment before moving the male onto the bed and into the ambulance.

Once in the ambulance the male became very aggressive. The male started to kick out at my colleague and punch myself in the chest and face. This didn't really come as a shock to me as in Wales alone *"More than 1,360 assaults were committed in the six-month period from 01 January 2021 – 30 June 2021"* (Rhys Gregory 2021). As previously stated, the male was extremely intoxicated and had previous convictions for drink driving and assaulting police *"Offenders aged 26-35 account for the highest portion of offending (24%), while a third of incidents involved people under the influence of alcohol"* (Rhys Gregory 2021).

The male had committed multiple offences at this point including drink driving *"Section 5 of the Road Traffic Act 1988"*, assaulting an emergency worker *"Section 1 of The Assaults on Emergency Workers (Offences) Act 2018"* and possession of class A substances *"Section 5 Misuse of Drugs Act 1971"* (Gov UK, 2022). All of these offences needed to be sidelined as the males' safety took priority. I knew it was vital to calm the situation and gain the trust and co-operation of the male to allow the paramedics to identify any injuries or health risks to the male. As the male was trying to kick and punch, I considered a lot of different tactics and again using the National Decision Model, I evaluated each option before taking action. Whilst trying to fight his way out of the ambulance the male was screaming and very vocal, I couldn't match his tone as I believed it would continue to raise his stress and aggression levels. I tried to keep a calm yet in-control manner of voice until the male acknowledged that I wasn't a threat and I was trying to help.

I feel many options were available to me at this point such as physically restraining or handcuffing the male due to his aggressive and threatening nature. I wanted to leave any use of physical force until I felt I had no other option; I continued to try and engage with the male through my verbal communications. I didn't match his aggression level and I kept my tone of voice at where I wanted the level to be, not his.

"In a face-to-face negotiation, nonverbal (e.g., body orientation, gestures, eye contact, head nodding) and paraverbal (e.g., the use of "uh-huhs") behaviors are important building blocks of rapport." (Janice Nadler, 2004)

My thought process during this incident comes from the utilization of Betari Box *"people are affected by the way you respond to them and suggest that if you alter your behavior or attitude in any way, it will change people's behavior"* (Hitesh Bhasin 2020). I continued to keep my tone of voice in a calm manner and tried to make eye contact with the male. Any chance I had to make eye contact with the male I was also stating his first name, I was trying to build trust and show the male I was not a threat. I knew that the more eye-contact I could make along with repeatedly using his first name I could start to build rapport with the male. *"Rapport is a connection or relationship with someone else. It can be considered as a state of harmonious understanding with another individual or group."* (Skillsyouneed.com, 2022) - The harmonious understanding was my main goal.

The male started to calm down and began talking with myself and we were now on first name basis. The male was still panicked and sometimes aggressive however the more he communicated with me the less he acted out. A fellow PC had just completed a search on the males' vehicle and found nothing other than a snooker cue in a case, I knew this was my opening to build trust and the rapport needed to convey the male safely. Using varying tones of voice, I acknowledged the snooker case and started to compliment the male on the quality of it and asked more about the background he has with snooker. After a brief conversation about his snooker history, I discovered that we both played at a county level and had both been coached by the same individual. From this point in time the conversation began to flow and the male apologized for his behavior and agreed to be conveyed to hospital safely buckled in on the bed.

There were no cultural, ethnicity or language barriers to consider during this incident and reflecting on the incident the approach would need to be completely different if there was a language barrier. The non-verbal communications would have been even more critical if there was a language barrier. Upon reflection of this incident, I feel that I would have been justified in using force to restrain the male and even handcuff the male for his safety and our own. I held off as long as I could with any restraints or handcuffing and thankfully the male did calm down but I could see why another officer in this situation would be using force or possibly handcuffing. The use of force would of in my opinion been, Justified, Proportionate, Legal, Accountable, Necessary and Ethical. This gives the mnemonic JPLANE which is what South Wales Police and Gwent Police use as their guide when considering use of force.

Evaluating my performance during this incident I could say that I am overall satisfied with the way it went and my actions brought the incident to safe ending without any heavily intrusive measures. On this occasion I was very lucky that the snooker case came out at the right time and if this hadn't of appeared I feel that I would have needed to use force and restrain the male. I am disappointed however with the fact that my colleague was kicked and the other emergency workers were assaulted, I feel that I should have reacted quicker physically to prevent this and something that I will keep in mind in incidents moving forward. I will however continue to always prioritize verbal and non-verbal communication methods before any use of force until absolutely necessary.

Word Count 1479

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:

In this essay I am going to be talking about an incident where I attended a domestic disturbance that was graded as an immediate response call (G1). To structure this essay, I will be using Gibbs' reflective cycle (Gibbs, 1988). Gibbs created what is known as his "Structured Debriefing" (Gibbs, 1988 P49) to support experiential learning. It can be applied to one-time events or repeated experiences and is designed as a continuous cycle of improvement; I believe this could be a very useful tool moving forward in my career.

This incident took place early within my tutorship period as a student police officer. The call was at an address that had no previous calls with the police and no further information about the people involved could be provided from the Police National Computer (PNC). The information provided by the control room was that a woman was screaming over the phone and that her step-son was trying to attack her. I arrived at the address approximately 10 minutes after the call and was met with the reporting person at the front door of her address who gave me the full circumstances.

The reporting woman's step-son who was now in his bedroom was angry and upset that his father had left the address weeks prior to this incident and not returned. The young male had become violent towards the reporting person on a couple of occasions since his father left however this was by far the worst incident that has happened. The woman had visible injuries and there was damage to her property. The woman told officers the young male had some form of hammer that he used to break things in the house and he still had it.

After seeing the person's injuries and the damage to the property I knew that I would have to arrest the young male for "Assault occasioning bodily harm" (Section 47 Offences against the Person Act 1861) along with "Criminal damage" (Criminal Damage Act 1971). The young male was of the age of criminal responsibility and was aged 17 at the time. After a brief conversation the woman informed me that social services had already

been involved with no success and she wished to make a formal complaint. I called my sergeant on my radio and requested extra officers to either complete a witness statement or convey the step-son to custody after arrest. With the age of the young male being only 17 this would class him as a vulnerable person and custody would want this investigation completed as priority. Due to the injuries sustained, I wanted to ensure the victim had the details of the crime recorded imminently.

I went up to the young male's bedroom and found him lying on his bed and appeared relaxed and calm. I introduced myself to the male, I explained that from the injuries caused to his step-mother and the damage to the property that it was a very serious offence. I then arrested him and ensured he understood the caution. I told the young male that I would be completing a search on him using "*Section 32, Search upon arrest*" (Police and Criminal Evidence Act, 1984) as I had reason to believe he would still have a hammer that was used in the offence. The young male continued to be compliant and in no way aggressive towards myself. I explained that as he was compliant with me and as long as he continues to be compliant; I did not need to handcuff him. Extra officers arrived as I was arresting and they then conveyed him to custody where a custody sergeant authorized his detention.

I wanted to stay with the reporting woman as I already had the full circumstances, she wouldn't need to repeat this with colleagues. There were no language or cultural differences needed to be taken into consideration at this point. The woman was understandably extremely emotional and I took her through something called "Box Breathing" this is a technique that "*Can help you cope with panic and stress when feeling overwhelmed*" (WebMD 2021). The technique is simply regulated, patterned breathing and I have found it extremely useful for myself. It seemed to work well for the woman and she began to calm.

I explained in depth to the woman the processes I would then be going through with her and wanted to ensure all of the victim services she was entitled to. I explained the process of giving the formal statement and as she was a victim along with a witness that she would be able to complete a full witness statement along with a victim personal statement. I then explained how the victim personal statement differs to the witness statement. The woman was willing to provide the witness statement at this point but asked if it was okay to complete the victim personal statement at a later date.

Along with the witness statement and victim personal statement I also explained to the woman I would need to complete a public protection notification report (PPN). The PPN is a referral form which goes to our public protection unit for referral and then sourced to outside agencies for support and help services. As this was domestic related, I also had a separate set of questions I would need to go through, known as DASH questions these are used with any domestic abuse incident along with stalking and harassment. I explained that there would be uncomfortable questions in these but I needed her to answer openly and honestly with me. I ensured that this PPN was sent to the domestic abuse referral unit as a high priority. Even though the young male was the aggressor in this situation he was still classed as a child and I also submitted a child at risk PPN as high priority over to the child at risk referral unit. As a victim of a serious crime and along with being persistently targeted by her step-son I completed an entry on our NICHE system which ensured the woman would have received enhanced victim services and I referred her to victim support services. I had referral leaflets to third party agencies and charities helplines in the police vehicle which I went and got for the female, then walked through what each one was.

Due to the age of the young male an appropriate adult would be required to move forward with any interview. An appropriate adult is "*To safeguard the rights, entitlements and welfare of juveniles and vulnerable persons to whom the provisions of this and any other Code of Practice apply*" (PACE 1984). The woman then gave myself contact details for her brother to act as this role. This incident took place early afternoon and "The Hub" which specialize in interviewing and investigations took this case on and interviewed the young male.

At the time of the incident, I felt quite emotional for the woman and upset that the young male had caused the level of injuries he did. I know that as a police officer we can have no unconscious bias or have any personal feelings take over. I put these thoughts to the back of my mind and treated the young male fairly, with respect and complete impartiality. I was happy that I was able avoid using force including any handcuffing on the male as I believe this showed I kept my personal feelings in check and had control of the situation.

I would say my response to the call went well and overall, I am satisfied with it. I am disappointed however that I did not get to play a further part in the investigation. I am happy with my actions taken to help the female but I do feel that given the chance I could have done more to help the young male as well. Throughout the incident I knew what I needed to do but I kept doubting my own decisions as this was still early in my training. I believe I responded in the correct way for this incident and moving forward I know this was an interesting incident to keep in memory.

In retrospect, I believe that the majority of my actions were correct and justified. I kept the victims code of practice at the forefront of my thoughts which influenced a lot of my actions. I do believe that I could have played a bigger part in supporting and helping the young male as I did already have a small rapport built with him. I would like to think that I could have helped understand what caused his actions and helped further other than just submitting the PPN for him to be reviewed.

In future, I will continue to stay emotionally aware of the situation in front of me however not let my feelings take over or influence decisions. The feedback I had from my tutor after this incident was very positive and I am pleased with this. This experience made me realize that I do have a natural ability to take charge of high-pressure situations and that I need to be more confident in my own abilities for future incident.

Word Count 1528

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:

In this essay I will be talking about an incident where I relied upon the national decision model (NDM) and my discretion to resolve the call I attended. The national decision model should be at the forefront of a police officer's mind and is *"is suitable for all decisions and should be used by everyone in policing."* (College of Policing, 2013). To structure this essay, I will be using a relatively new reflective model referred to as ERA (Jasper, 2013). This is a simple, straightforward model and looks at the experience, reflection and action.

The experience refers to the incident itself and what happened. The incident I am referring to was my very first incident on shift with my tutor. I was on duty on my first day shift when we had the information passed over the radio from the control room. The call was not an immediate response call however my tutor asked the control room to assign myself and herself to this call, my tutor believed this call was going to be straight forward and a nice way to start my tutorship. The information we had was that a female was reporting damage to her car caused by a friend of hers. The suspect had scratched causing damage to the victim's car whilst walking past during the night. I arrived at the victims address where I was given the full circumstances. The victim had been friends with the suspect for a very long time and she was worried for her friend's mental health. The reporting person had CCTV footage of her friend causing *"Criminal Damage"* (Section 1 Criminal Damage Act 1971). The victim was not worried about the damage she was more worried about her friend's alcoholism and mental health. The victim did want the damage paid for however no criminal proceedings.

As there was a criminal offence involved with this incident, I discussed giving a witness statement and proceeding with a criminal investigation however the victim did not wish to comply with either. I submitted a public protection notification form (PPN) with the reporting person which would be sent to our public protection referral unit (PPU). The PPU would review the document and refer it over to partner agency to help support the victim in the best way possible. I contacted the control room via my radio and requested a police

national computer (PNC) and NICHE (South Wales Police database) check on both the suspect and victim to ensure this was the first report and not a course of conduct. If this was the second report or this had happened on more than one occasion then we would also be looking at the offence of harassment (Section 1 Protection from Harassment Act 1997). The PNC and NICHE checks came back clear and this was the first time either person had been involved with any police incident.

Due to there being no police record for either person my tutor discussed what options we had available to best support the victim. We knew the victim was more worried about her friend rather than the damage however there was still a criminal offence involved. As the victim had disclosed that her friend was suffering with alcoholism and possibly struggling with her mental health, we needed to ensure that suspect fully understood all of her rights, that she was supported throughout the process and that she had capacity to be involved in any form of interview. The NHS refers to capacity as *"the ability to use and understand information to make a decision, and communicate any decision made"* (NHS 2019).

Prior to leaving the address I discussed what restorative justice was and explained that *"Restorative justice holds offenders to account for what they have done. It helps them understand the real impact, take responsibility, and make amends."* (Ministry of Justice 2013). I explained to the victim that if she was happy with this approach, I would need to interview the suspect and she would fully need to admit her wrong doing. The victim really wanted the admission more than anything and wanted her friend to seek help.

Me and my tutor discussed the option of requesting a voluntary attendance for interview with the suspect or the option of completing a contemporaneous interview at the suspects home address. As criminal damage is an either way offence meaning it can be trialed summary only or as an indictable offence, I spoke with my sergeant for authorization. Disclosing the facts to the sergeant and the level of damage being approximately £160 the sergeant was happy for a contemporaneous interview to take place.

I attended the suspects address along and activated my body worn video recording. I introduced myself to the suspect and asked the suspect if she knew why we were there. The suspect was upset however said she had an idea of why we were there. The suspect invited myself and my tutor into the address and she asked if her 21-year-old daughter could be present. The suspect was not intoxicated at this time and had full capacity. Before starting any form of interview or questioning I tried to build rapport with the female and noticed that she had new flooring ready to be fitted, we discussed this for a short while and then went into the living room.

I explained the reason we were there and that she was not under arrest however she would be under caution. This would allow myself to ask questions about the offence I was there to investigate. I informed the female that as she is not under arrest, she could ask us to leave at any time and she was entitled to free and independent legal advice. The female was happy to proceed with the contemporaneous interview and required no legal advice, she just wanted her daughter present.

Using the *"PEACE framework"* (College of Policing 2013) I was able to structure the interview and plan before even arriving at the female in questions address. The interview was going to be recorded on my body worn video which was explained to the female as well as taking comprehensive notes on my laptop. During the interview the female admitted fully to causing the damage to her friend's car and became very upset. The female said she was struggling with her mental health and relying on alcohol in the evenings. Due to this full admission, I summarized and repeated what the female had said and closed the interview. With the full and frank admission, I offered the restorative justice approach where she agrees guilt, agrees to pay back any damages and offers a full apology to her friend. After the RJ was completed, I then organized a telephone call between the two females where a full apology was made and accepted.

I then contacted control room and asked if I could have a call from our mental health triage team to try and help the female. I also completed a PPN for her and categorized it as an adult at risk high priority. The female that I interviewed signed the RJ and also signed my interview documentation. The female required further help and support from outside agencies in which my referral to the PPU would start the process.

Reflecting upon this incident I now know how wrong it was to think that a call would have gone a certain way. I should not have any pre planned thoughts about how it is going to go and in this job every call is different. My

tutor still acknowledges this incident as one of the most interesting we have been too due to the fact a simple case of criminal damage turned into a mental health triage call all within the space of an hour. I believe that the restorative justice approach is highly valuable to officers and members of the public. It allows officers and members of the public to be able to use discretion to come to a positive outcome for all involved. In this case the victim never wanted to proceed down a criminal route however the behavior of the suspect should never be ignored. This felt like a very successful outcome and the victim was very happy with the apology and money for the damage. It was clear to see that the suspect in this case was making a cry for help. I feel if I didn't show the discretion and empathy that I did this could have been ignored by another officer

My actions moving forward from this incident will be to never judge a call before getting the full circumstances first hand. I went into this call completely unprepared for what would unfold, maybe because it was my first call but also maybe because I thought it was going to be very straight forward. I am also going to keep in mind that no matter what someone has done they may also be a vulnerable person or someone needing professional support. I will continue valuing my ability to show empathy and utilize my discretion should the opportunity need it. I know to never allow any unconscious bias influence any of my decisions and to continue treating everyone fairly and with the respect they deserve.

Word Count 1539

Task 5

Personal Development Plan (PDP) / Learning Plan.

As part of your reflective process, please use this table to aid you in identifying the next steps for development. This is equivalent to 500 words. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
I feel that I currently need to improve my Statement Writing. I am confident with my arresting officer statements but I do not feel as competent with witness and victim statements as I would like to be.	I will be focusing on the points to prove of the offence prior to taking any statements. I will be volunteering to complete statements for other officers along with my own occurrences. I will review my tutors' statements from the occurrences we are attached too together.	My tutor will be vital in helping me with this and after a discussion I had whilst completing this we will be prioritizing this area for development. I will be asking my Sergeant for open and honest feedback at the end of each block of shifts on the statements I have taken that set.	I am not planning on rushing this and would like to review this every other block. I am setting the goal of being confident and proficient in statement writing by the end of my tutorship.
I need to gain more experience in interviewing suspects. I have completed one contemporaneous interview and one interview where the suspect was in custody. I do not feel confident in this area at this point in time.	This will be achieved by completing more interviews. I will continue to refer to the college of policing PEACE model however I feel I need to practically do more in this area to improve.	I will be relying on my tutor whilst in my tutorship period and all of my team moving forward. I know that I am due to go on a placement with The Hub for 4 weeks and this would help massively but I have spoken with a Sergeant from the hub for help to become competent prior to my placement.	I am setting 2 timeline goals for this area. I would like to feel confident and competent enough to complete an interview with a suspect independently by the end of my tutorship. By the end of my placement with the hub I would like to be acknowledged by a Hub Sergeant in my ability to interview and this will be complete from their feedback.
My final area of development I would like to focus on is the speed I can complete my paperwork including PPNs and OEL updates. I feel that my quality of work is currently very good	I will continue to update every occurrence that I am OIC for but I will also be completing all updates for my tutors' occurrences. I will be confirming with my tutor that I am not	Again, my tutor will be vital in this area of development for me. I will also be working 121 with my team members to watch their updates and see if there are any hints	The end of my tutorship is where I would like to see my time over my colleagues from 40% to approximately 20% and then by the end of my mentorship, I

however it is taking me approximately 40% longer than my colleagues.	inputting unnecessary information and that my quality of work is maintained.	and tips, I can pick up from them.	would like this below 10%.
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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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Recognition and Confirmation of the progress on the Occupational Competency Portfolio (OCP).

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

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

Signed: Rhys Evans PC8006 under supervision of Suzanne Martin PC5941

Date: 01/03/2022