

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 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
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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:

On the 5th July 2021 I began my career as a Police Constable with South Wales Police. I joined a class of 12 who had come from a variety of backgrounds but mine was unique compared to the rest as over the past 18 months I had worked full time as a Special Constable in one of the busiest sectors in Cardiff. I had lived the job, minus the pay, but in order to progress my career I needed to come back to basics and begin my theoretical training again for the next 6 months.

A new start is always a daunting experience. Meeting new people, a new environment and new challenges were top of my worries but top of my concerns were passing the exams. Knowing that failure would result in the loss of my job sat right at the top of my concern.

Stress can be defined as “an unpleasant state of emotional and physiological arousal that people experience in situations that they perceive as dangerous or threatening to their well-being (Baqtayan. 2022).

Resilience “refers to positive adaptation or the ability to maintain or regain mental health, despite experiencing adversity”. (Herrman. 2021)

When discussing stress and resilience, the ideal aim would fall to minimising stressful inputs while developing personal resilience to help cope when those stressful factors begin to impact a persons wellbeing.

Focussing on the exam element of the course. I felt a large amount of stress over this because I knew that I must pass. We were given a minimum grading of 40% which throughout gave me a target to achieve. Of course, I wanted to do better and excel but I knew that as long as I could commit to memory 40% of all the information presented to myself, I would pass. This approach is backed up by a study that concluded, “Goal setting has a positive impact on students’ performance on the first three exams”. (Saha. and Roy. 2019).

I did struggle to find motivation to revise throughout the course, this was exacerbated by the fact I was missing front line policing and a lot of the information was already in my head, albeit in a less theoretical way and more of a practical way.

To tackle this I decided to form a study group of 3 of my peers in order to force myself to sit down and commit this information to memory. I feel that this benefited me immensely as it forced me to articulate responses that I knew, but perhaps would have been unable to put down on paper otherwise.

In my down time and to take my mind off of these stresses I would play computer games. To me, stepping away from my everyday life and immersing myself in a digital one allowed me to escape the stresses I associated with revision and exam preparation.

There is a differing opinion on the effects of video games and stress where “The same video game can induce positive and negative cognitions and emotions simultaneously” (Porter. and GoolKasian. 2019.). I can understand the differing effects that could come from playing different type of games. Some games are inherently competitive, fast paced and aggressive and it is likely this could lead to an increase in stress depending on the individual whereas others could thrive in that environment. My experience personally has been nothing but positive when dealing with the stresses that have come from exam preparation.

Another method of dealing with stress that I benefitted from was caring and socialising with pets. I own two chinchillas who I have had for around 9 years. They are brothers and have I have had them since they were babies.

Part of my daily routine is to replenish their food and water. Replace their bedding and as they are hand tame I spend time fussing them and providing them with attention which they seem to appreciate and benefit from. Both animals are trained well enough to know that I provide care from them and are happy to spend time with me.

I have found that at those times when I am engaging with the animals I am not thinking about stressful situations and therefore find a benefit from them. Spending time with animals can also reduce anxiety and stress associated with trauma according to Medical News Today. (Johnson. 2018.)

To summarise, During the lead up to the important exam I would feel stressed and anxious around doing well and preparing.

I would set goals leading up to the date and surround myself with individuals that I could help but also personally benefit from to ensure that my knowledge was enough to succeed. This was a great benefit to me as I feel I would have procrastinated if not in this environment.

I would set aside time to relax and not think about the exams. An example of this would be playing computer games and would occupy my mind and help reduce my stress and improve my resilience. I would go on to achieve exam results in the high 70% area, which I am personally very happy with.

I could of course have studied harder and feel that I could have achieved a higher score, but with the risk of burnout and a decline in my mental health I feel that my

approach has worked in this instance. Reviewing it candidly, I would take a similar approach in the future and depending on the importance, I could lean towards setting more revision time and reducing the amount of recovery time. (5. Reviewed using Gibbs' Model of Reflection. 1988).

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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:

When discussing the topic of policing an incident involving conflict, one particular incident comes to mind that I attended during my first week of policing. This call came over the airwaves initially as two males outside an address with one brandishing a knife. The knife was described as a large 'Rambo' style knife. The reporting person was understandably very concerned as to their intentions and had contacted police from inside their home.

At this stage I was considering potential offences that could have occurred which would have included Possession of a Bladed Article contrary to Section 139 of the Criminal Justice Act 1988 (Legislation.gov.uk. 2021).

I have also been considering the potential offence of Affray contrary to Section 3 of the Public Order Act 1986 (Legislation.gov.uk. 2006). This however would depend on whether further evidence became available after speaking to the reporting person.

I had contacted the control room to inform them that my colleague and I would be attending and several other units coded up to the call. An initial description had been passed that gave us a good idea of the two males that we were looking for. As we were on route to the scene I was taking the opportunity to look at information surrounding the incident along with considering the potential offences that had taken place.

Regardless of offences, the first point of call would be to locate the suspects and locate the knife. On arriving in the area, I have been made aware that other units had already arrived and detained one male before spotting a male that fit the description of the other suspect walking away from the area.

I have then made the decision to stop the male as I have had suspicion that he has been part of the incident.

On getting out of the marked police vehicle I have told the male to stay where he was and to show me his hands which he has done. I have then told him to put his hands behind his back and handcuffed him to the rear in-line with force policy.

On doing this I have ensured that I have used a firm and clear tone in my language. I have done this to provide the suspect with the best understanding of my intentions and to allow him to comply without confusion or misunderstanding, any of which could result in an escalation in our encounter. As I have been doing this, I have been mindful of Betari's Box Model that provides a visual guide encompassing the following: -

My attitude affects My behaviour which affects Your attitude which affects Your behaviour. (Mindtools.com. 2022.) This completes the cycle, which would be present in encounters and reminds me to measure my actions in order to get the best outcome from the situation.

Ideally, for myself I would want the suspect to be immediately aware that he is required to stay exactly where he was, to initiate no sudden movements and to keep his hands out of his pocket. By accomplishing that, I would be able to avoid escalating my behaviour in order to protect others and myself from harm, should the suspect be carrying a weapon.

Possession of a knife or pointed article offences had increased by 5% to 22,542 in the year ending September 2021 according to the Office of National Statistics (Ons.gov.uk. 2022.) and it is critical that I act in a manner that safeguards all involved with this interaction.

I have begun speaking to the male to establish a dialogue. I have told him that I had received a report of two males, one of which matching his description being in possession of a knife. Because of this he would be subjected to a stop & search.

Prior to beginning the search, I have told him "You are being detained for the purpose of a search under Section 1 of the Police & Criminal Evidence Act. (Legislation.gov.uk. 2017.) This act allows a Police Constable to stop and search any person that they

suspect to be in possession of several specific items, one of which being a pointed or bladed article.

I have reiterated the grounds for the search and told him that I was looking for a knife. I have identified myself by means of my name and collar number along with the Police Station I am based out of before explaining his entitlements following the search.

To be a lawful search the above information needs to be communicated to the person being searched. This information can be found in Code A of PACE 1984 and is commonly known as GOWISELY. It is broken down into Grounds of Search, Object of Search, Warrant Card (If non-uniformed), Identity of Searching Officer, Station Officer is based from, Entitlement of copy of search, Legal Power of Search and to tell the person that you are being detained for the purpose of the search (Assets.publishing.service.gov.uk. 1984.).

The male has been searched and found in possession of a knife and subsequently arrested for being in possession of a bladed article.

Using Gibbs' model of reflection (The University of Edinburgh. 2020.) I have been able to understand the following aspects from the encounter.

I have responded to a potentially dangerous incident whereby a knife has been present that has had the potential to cause serious injury to others and myself. In the process, I have detained a suspect in order to facilitate a search of his person for the knife and subsequently after locating a knife have arrested the suspect for that offence.

I have arrived at the incident and as a result of my training and experience have known that I needed to take control of the situation immediately and my actions could and would have a direct bearing on that of the suspects.

I have known that on identifying the suspect, I would be required and justified to use force in the form of handcuffing him in order to properly safeguard myself as well as my fellow officer and the suspect himself.

My powers to accomplish this would come from Section 3 of the Criminal Law Act 1967 which would allow me to use reasonable force to prevent a crime from taking place (Legislation.gov.uk. 1967.) I would also call upon Section 117 of the Police and Criminal Evidence Act 1984 which allows for a constable to use reasonable force in the exercise of any other power under the Police and Criminal Evidence Act 1984 (Legislation.gov.uk. 2017.) such as Section 1 of the Police and Criminal Evidence Act that as previously mentioned relates to stop & search.

I have also been conscious of Article 5 of the Human Rights Act 1998 which covers a person's right to liberty and security (Legislation.gov.uk. 2004.). This act specifically comes into play when a constable detains or arrests another as we are effectively depriving them of such right. I need to be sure in my mind that my grounds of suspicion are high enough to do that which in this case they have been.

My commands have been firm and clear. I have expressed an urgency and commanding tone initially and once the suspect has been secured in handcuffs; I have been able to bring my tone to a more standard level to prevent any further escalation.

My search has been thorough and been conducted in line with force policy and a knife has been found which has resulted in an arrest being made.

Overall, I was very pleased with the outcome of the incident. I managed to locate, search and arrest a suspect and take a knife off the streets. This is not the first incident of its kind I have been to and therefore I have gained experience enough to deal with it efficiently. As always, there learning points and things to take away. Factors such as alcohol and drugs could have greatly affected my ability to control the situation and would have altered my methods of communicating with the suspect for example.

The college of Policing website lists the Code of Ethics and the Standards of Policing behaviour that all officers agree to abide by. (College of Policing. 2014.)

This way I have handled this situation demonstrates these qualities in a positive light. These include points 2. Authority, Respect and Courtesy. 4. Use of Force and 6. Duties and Responsibilities.

I have issued the suspect commands in order to create a safe working environment for myself whilst showing him suitable respect and courtesy. The use of force has been appropriate to the risk factors associated with the incident and I have been able to fulfil my duties to uphold law and order by dealing with offences that I have encountered.

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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:

When contemplating a situation or incident that I have been directly responsible for progressing I think of a hate related public order offence that I attended not so long ago.

The initial report came from a man who lived next door to an address that is owned and operated by social housing services. This address would be a location that according to the local council, offers help to people who are at risk of being Street Homeless, Sofa Surfing, losing their family or rented home or at risk of having their home repossessed. (Cardiff.gov.uk. 2022.) This particular address would be home to between five and eight persons aged between 16 and 18 years old and was staffed 24 hours a day by staff who were there to support the residents.

It is accepted by myself that homes like this are often visited by police due to the often chaotic lifestyles that its residents live. According to a report written by Day and issued by the Justice Inspectorates the majority of care-experienced children were living in residential homes when convicted of their first offences. It would go on to state that there are high rates of police call-outs to deal with children going missing from their care placements which would often lead to confrontations with police when they attempt to return children to their placement. (Day, 2021.)

The victim in this incident was a black male in his 50s who had lived at the address for most of his adult life. A little over a month ago he had reported to police that there was a 16 year old at the address next store that had been shouting at him from the window. At the time he had stated that it was mainly swear words and just wanted the male to be dealt with by means of words of advice. This had been actioned by police, but the behaviour had not stopped.

When I first came into contact with our victim, the behaviour had escalated to now include racial insults that were directed specifically at our victim. The victim would describe the insults as making reference to the colour of his skin and would include vulgar and insulting swearwords and noises directed at him. This has resulted in him feeling unable to go out into his back garden for fear of being verbally assaulted whilst out there.

On hearing this, I have immediately begun establishing offences and considering methods of disposal in order to safeguard the victim and prevent this from continuing.

My initial thought has been that our suspect has committed a Racially Aggravated Public Order Offence.

The first part of the offence is establishing the racially aggravated part.

According to South Wales Police. A hate crime is defined as 'Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.' (South Wales Police. 2022.)

As stated in the Equality Act 2010, there are 9 protected characteristics that can not by law be discriminated against. These are Age, Disability, Gender Reassignment, Marriage & Civil Partnership, Pregnancy & Maternity, Race, Religion or Belief, Sex, Sexual Orientation. (Legislation.gov.uk. 2010.)

Section 9 of the Equality Act 2010 will go on to define race to include colour, nationality and ethnic or national origins. (Legislation.gov.uk. 2010.).

Firstly, I was required to establish the Public Order offence. The suspect had intentionally, singled out the victim by means of targeting him from a window in his address and shouted insults and sworn with the intention of causing the victim alarm and distress. This comes under Section 4a of the Public Order Act 1986 which states that a person is guilty of an offence if with intent to cause a person harassment, alarm or distress he (a) uses threatening, abusive or insulting words or behaviour or disorderly behaviour thereby causing that other person harassment alarm or distress. (Legislation.gov.uk. 2006.)

This offence is completed as our victim who was outside of that dwelling has heard the words used by the suspect whilst said from a private dwelling. From the information

I had, I was satisfied that the public order offence was committed. I was then brought back to the racial element to the allegation.

Section 31 of the Crime and Disorder Act 1998 states that a person is guilty of an offence under this section if he commits (c) an offence under Section 4a of that Act (Intentional Harassment, Alarm of Distress) which is racially or religiously aggravated for the purposes of this section. (Legislation.gov.uk. 2017.) The words used by the suspect made direct reference to the colour of the victim's skin. Therefore, I was satisfied that this element of the offence was completed.

I have sat down with the victim and ensured he understood what would happen next, to explain that his complaint would be handled with the upmost professionalism and diligence and would do my best to achieve a positive outcome in the investigation. Whilst doing this I have kept the 9 Policing principles at the front of my mind. To be Accountable, Fair, Honest, Have Integrity, Leadership, Objectivity, Openness, Respect and selflessness. (College of Policing. 2014.)

Through the process, the victim kept coming back to the fact that he didn't want it to be a big deal but it was clear to me that it had deeply upset him. I reminded him that the suspect's behaviour was not acceptable and that no-one should have to put up with being subjected to his actions. I explained the support networks that were in place and that regardless of the criminal outcomes that would happen; I would personally speak to the social workers at the address to establish what else could be done.

The suspect was subsequently arrested by other officers and arrangements made for him to be housed at a different address and therefore properly safeguard the victim.

According to the victim's code, victims have the right to: be treated with respect, dignity, sensitivity, compassion and courtesy. They have the right to make informed choices that are fully respected. Have their privacy respected by officers in accordance with their obligations under the relevant privacy and data protection laws and have services provided to assist them and their family to understand and engage with the criminal justice process. (College of Policing. 2021.)

I feel that my approach towards the victim has managed to encompass all of these points. I have made a point to engage with the victim where they are most comfortable. We have sat down in their living room and I have allowed them to tell me their account at their own pace. I have listened and afforded them the time and respect to feel valued and have ensured that they understand we are able to do in order for them to feel that some form of justice has taken place.

Once the suspect had been interviewed and charged I have sought to provide the news to the victim in person rather than over the phone. Whilst this might be appropriate in many circumstances. Given the effect the offence had potentially had on the victim, I felt that in person would provide an enhanced service that the victim deserved.

I am overall happy with my actions through the course of the incident. On review I would like to think that I could repeat the process in a similar situation and get a similar positive action.

Whilst the victim did not want to engage directly with the suspect this time. I do consider a Restorative Justice approach wholly applicable given the suspects age in certain situations.

In short, by encouraging the individuals who committed a crime to take responsibility for their offending and empowering the victim to voice their thoughts about the impact of offending, RJ aims to restore the harm caused by crime and rebuild the relationship between all the parties concerned. (Suzuki, and Yuan, 2021.)

I feel that by actioning the RJ process over a criminal one might achieve a more positive outcome for both the victim and the perpetrator. I would like to hope that it holds the chance of making a real impact on moving on from the offence in a way that they might not if put in front of a judge in a court room and ordered to pay a fine.

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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:

When contemplating decision making and discretion as well as conducting investigations and Criminal Justice, particularly in relation to managing offenders. I can think of one such incident that required me to plan and think deeply on the correct way of managing which was both efficient and effective for the investigation, but also encompassed the welfare and rights of the subject who was the object of that same investigation.

This incident began with a report of an assault between three, 15-year-old children in a lane in my policing sector. It was alleged by the victim that 2 males who were known to him had assaulted him by means of one headbutting him to the face, and the other shoving him in the back. This assault was reported to have been filmed on the smart phone of the one that had shoved him.

Whilst the injuries to the victim were minor and the offence laid against the two other children would be one of Common Assault & Battery (Legislation.gov.uk. (2018).) I have felt that due to the nature of the assault it was important to deal with it swiftly in order to properly safeguard the victim. I have utilised the National Decision Making Model or NDM to plan my actions prior to deploying to the incident.

It states that the NDM allows officers to gather information and intelligence and think about what they already know and what they need to find out in order to assist in making their decision. It makes the officers think about the seriousness and risk to all involved and to develop a strategy to combat it. It ensures that officers will consider their legal powers as well as organisational policies as well as identifying the contingencies and options should things not go to plan. Lastly it gives officers the confidence to take action and subsequently review what happens before the cycle starting again. (Mattock, 2020).

My personal way of remembering the NDM is by remembering the acronym GAPIT. 1. Gather Information and Intelligence, 2. Assess Threat & Develop a working strategy. 3. Powers & Policies. 4. Identify Options & Contingencies 5. Take Action & review what happened. These 5 actions encompass the code of ethics that all police officers swear to uphold.

In this example, I have taken over the role of Officer in Charge of an Investigation which is a specific role under CPIA Code of Practice. CPIA Stands for Criminal Procedure and Investigations Act 1996. (Legislation.gov.uk. 1996.)

The most important aspect of CPIA is that it sets standards for investigations to ensure that the investigation process is regulated and to regulate the recording and retention of material that is found or generated during the investigation. (Hse.gov.uk. 2022).

I have gathered the information and intelligence relating to the suspects and the offence. Identifying their locations, past criminal history and facts relating to the offences.

From that I have identified threats relating to the successful gathering of evidence. One of which would be the securing of the mobile phone, used by one of the suspects to film the incident. Because of that my plan was to action the arrest at his home address. This way, I would be able to complete a Section 32 search to locate the phone. A section 32 search would allow me once he was arrested of searching his person or anywhere he was immediately prior to arrest. (Legislation.gov.uk. 2017.)

This would afford me the highest probability to secure the evidence needed.

My legal powers available to me would include my PACE powers of Section 24 which allows me to arrest any person who I have reasonable grounds for suspecting to be guilty of committing an offence (Legislation.gov.uk. 2022.). This power is also coupled with Section 117 of PACE which allows me to use reasonable force in line with another PACE power which in this case is to action an arrest of a suspect and then conduct the search of his person. (Legislation.gov.uk. 2017.)

When looking to identify my options and contingencies I have researched alternative locations that the suspects might be should they not be where I expect them to be.

Finally, I have taken action in the form of conducting arrest enquiries which have resulted in the arrest of the suspect and the securing of his phone as evidence. On

reviewing everything had gone to plan and I would consider using the same process moving forwards.

Using the Gibbs' Model of Reflection I would say that my process of using the NDM to plan my arrest enquiries was a success. I feel that I had adequately planned to achieve success and should things not go to plan I had sufficient contingency plans in place to achieve my goal. The suspect was able to be contained in the address and allowed us to control the arrest process. Give him adequate time for us to explain what happens next and for him to process that information. On analysing what happened I would consider the process to be as smooth an efficient as it could have been and I a good learning opportunity to how things should go moving forward, should a similar situation occur again. Gibbs' Model of Reflection (1988).

Discretion is a very important part of modern day policing. "The choices available to officers enable them to determine when, how, and where to enforce laws and maintain order, rendering police use of discretion a key decision point in the criminal justice process." (Huff. 2021.)

This specific incident gave me an opportunity to decide the level of response to an assault on a child. I considered a Restorative Justice option which would have required the offender to take responsibility for their actions and give some of the power back to the victim (Suzuki. 2021).

I have however decided that based on a number of factors which have included the offender's previous history with violent offences, the nature of the assault being recorded and subsequently sent to other people and the importance of safeguarding the victim that arrest would be a preferred option.

Referring back to the policing values that guide our judgements. I have thought about the Code of Ethics which include the principles of Accountability, Integrity, Openness, Fairness, Leadership, Respect, Honesty, Objectivity and Selflessness (College of Policing. 2014).

I have used these points to challenge myself to make sure that I was working my utmost to do justice to the victim of this offence and to bring the offender to justice to the best of my ability.

On the other hand some might argue that failure to adopt a more proportionate approach to dealing with children within the criminal justice system may damn future generations and adversely affect a child's biological, educational and psychological development at a crucial time of their lives (Kingsleynapley.co.uk. 2019.).

It is a fair argument to make against the arrest of a child aged between 14 and 17 as depriving someone of their liberty in relation to the Human Rights Act 1998 (Legislation.gov.uk. 2004) can be a traumatic experience to someone that age. But when safeguarding is at stake and all other methods have been tried and seem to have failed, sometimes it is a necessary action to have to take.

After the arrest of the offender, It was my responsibility to interview him in relation to the offence. Due to his age, it is normally practice to expedite the process as best we can. We would aim to not hold a child in custody any longer than is absolutely necessary. Anyone under 18 is required to have an appropriate adult present to support them during the custody process.

“The principle intention of the appropriate adult safeguard was to reduce the risk of miscarriages of justice as a result of evidence being obtained from vulnerable suspects which, by the nature of their vulnerability, led to unsafe and unjust convictions.” (Appropriateadult.org.uk. 2022.)

Part of my role would be ensuring that a detained suspect be afforded all the legal rights and entitlements that are owed to him. These are governed by the Police and Criminal Evidence Act 1984, specifically CODE C.

Code C specifically relates to Appropriate Adults in that they are expected to: -

“Support, advice and assist them when they are given or asked to provide information and observe whether the police are acting fairly and properly in respect to their entitlements and rights”. (Appropriateadult.org.uk. 2022.)

The interview was complete with the suspect admitting the offence. I have felt a measure of satisfaction and content that I had seen an investigation from start to finish having spoken to the victim and gathered evidence. Conducted arrest enquiries resulting in a suspect arrested, interviewed and admitting the offence. The next step would be handled by another team and I would hope that the would be a positive outcome to come from all of this.

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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
Interviewing suspects. Of all my current policing experience. This is the least developed and I look forward to working on it.	By volunteering to conduct interviews when available. By talking to other officers and learning from opportunities wherever possible.	Sergeant, HUB Officers, Myself	6 Months
Traffic Offences. I have a keen interest in Roads Policing and am keen to expand my knowledge base into the area. I already carry more experience and interest than most of my colleagues on the response team and am keen to develop further.	By being tutored by traffic officers and stepping out of my comfort zone when it comes to vehicle offences. By stopping cars and learning by doing.	Sergeant, Traffic Officers, Motoring Unit. Myself.	6 Months

Case File Progression.	By asking questions and volunteering to build and assist in the building of files.	Sergeant, other officers. Hub officers. Myself	6 Months

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Task 1

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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: Daryl Hadley (Learner - Electronic signature or type name)

Date: 06/03/2022