

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)

Learner name: Rebecca Lennox-Gordon

**Learner's University Registration Number:
1910641**

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:

To support my reflective practice and to encourage me to explore my initial 6 months training I will be using Driscoll (2000) model. I will begin by exploring the first six weeks of my training as this was a very vital time in my own personal, educational and training development. This essay will explore barriers I have encountered and my strategies that I have developed to minimise stress and build resilience.

In the first six weeks, in particular I have experienced a variety of contributing factors towards stress including having to make adaptations to my daily routine, whilst ensuring that my children have continuity. Although there have been some stressors that I have had to overcome, there have been many positives in which I would like to reflect on. I was constantly out of my comfort zone whether it would be from doing presentations in front of my peers, to my practical exercises, all of which have boosted my confidence and have made a difference in my life outside of work.

Realisation came after I sat my first exam and how unprepared I felt going into that exam. There were some days that I felt as if I was out of my depth and that maybe this job wasn't for me, but after watching my children continuing to strive in their school work and extra curriculum activities with amazing attitude and commitment, I realised I needed something to change, I wasn't prioritising my time very well. I took for granted the extra hour that I would have in the morning before our classes would start and the odd spare hours at home, I knew if I didn't change my attitude or the way I was behaving, it would have had a detrimental effect on my mental health along with the

effects on my partner and children. So moving forward I prioritised my time, I made good use of any extra days or even hours that came up unexpectedly and tried to have a routine that gave me a nice balance of family time and study time.

I have felt positive over the last six months, I have learnt new skills that I am able to pass to my children, I have met new people who are classed as close friends and together we have built a good support network for each other. Support networks can include co-workers support and family. It's important for lowering stress factors in the workplace (Emerald Group,2015,p125). Although I am happy with the positives, I understand that there are, skills that I need to develop. Following this, I set realistic goals in order to ease the pressure and my own expectations. I planned day-to-day activities including healthy meals, preparation for each morning, and ensuring that I still had time for family and friends. During the past 6 months, I have increased my resilience mainly by having a strong support network at work though my trainers and their different teaching styles and the other students. I found that particularly through my practical activities it has allowed me to become more resourceful and think about situations quickly but with a specific aim or outcome to work towards. All strategies I have implemented so far are working well, although I am fully aware that this might change on a day-to-day basis and I am flexible in my approach to this.

Returning to education was a daunting thought as I have been out of higher education for fifteen years and I was unsure how much work would be expected of me. I am excited to start training and continuing this new chapter.

Word Count 602.

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 pre responding 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 have chosen a specific incident, which I was present and played a significant role in dealing with a suspect. I have chosen this incident as I used different levels of force before and during the arrest. I am going to reflect on this specific incident and identify whether the use of force was necessary though consideration of my own communication techniques. I will examine fundamental methods of communication and theory behind it, which will relate to the incident. I will reflect on the outcome and discuss whether the same outcome would have happened if I changed my communication methods and the force that was used.

During one of my first shifts as a student, my tutor and I were responding to a call involving a vehicle that was believed to have been connected to a serious assault on an unknown male that happened earlier that evening. Traffic officers had pursued this vehicle through town, and were able to bring this car to a stop. On arriving at the scene,

I have observed that a traffic officer had already detained the driver of the vehicle. I knew that my first priority was to detain any suspects that were still in the vehicle. (Holmes and Smith,2008,p.102) explain that the mental process that our emotion and cognitions goes through, can transform into external movements that can vary between different individuals and different situations. On arrival at the scene, my adrenaline levels were raised enabling me to respond in an appropriate manner. I did this by using my PAVA spray followed by my tactical communications to enable to get the male out of the car handcuffs to be placed on the suspect and to ensure officer safety was met at all times. This demonstrates that I was following Section 117 of the Police and Criminal Evidence Act 1984, Power of a constable to use reasonable force (Legislation.gov,No Date).

During this incident, communication played a vital part in the arrest of the two suspects. Clear and direct communication from officers over the radio resulted in officers being able to follow directions accurately in order to locate the suspects and their vehicle. The International Foundation for Protection of Officers (IFPO,2010,p.75-88) states that in order for communication to be effective in any security department communication needs to be accurate, clear, concise, timely, factual and complete. Effective communication prior to attending is essential, as police officers, we need as much detail as possible for any possible suspect; information might include their names, any warning markers and any previous dealings police have had with them. We are then able to adapt our behaviours to any cultural, language or ethical needs they might have. For example in certain religions they have certain rules that we need to be aware of for instance males can only communicate with other males, so if this was the case a female officer would not be best suited to dealing with this male. It is our role as police officers to be sensitive to these ethical preferences. I have observed different diverse communities that all deal with situations differently. Being able to familiarise yourself within these ethical groups can help achieve good relationships when dealing with them in the future as either a suspect, witness or victim.

One of our major roles as a police officer is being able to communicate in any type of situation, whether this be to update the control room or to provide information to other officers and even being able to communicate with other partner agencies. This ensures that accurate and precise information is provided. An example of this is could

be updating the custody sergeant of any language barriers before arrival to ensure that the suspect's rights are adhered to. United Nations (2004) provides guidance on the Human Rights Standards and Practice for the Police; it states that anyone who is arrested and is in need of an interpreter during interview should be provided with one. (United Nations,2004,p.15). Police also communicate with other outside agencies like Multi Agency Risk Assessment Conference (MARAC) to provide them with correct information about a high-risk domestic abuse case. MARAC was set up to monitor and evaluate information effectively in order for the correct actions to be taken to enhance public safety (Reducing the risk of domestic abuse, 2020).

Communication between the suspect and I was less effective. The suspect had been given opportunity to follow my instructions however he refused, resulting in me having to quickly change my attitude and behaviour towards him in order for him to comply. I instructed the suspect to get out of the vehicle to which he did not. He became more agitated and aggressive so I used my PAVA spray in order to try to calm the situation down. The use of PAVA worked in relation to calming the suspect down, however he still chose to not follow my instruction. This resulted in me having to raise my tone of voice to become sterner and use force to get the suspect out of the vehicle. Once the suspect was out of the vehicle, handcuffs were applied and he immediately calmed down. This enabled myself and my tutor to arrest the suspect and carry out a search on him and the vehicle that he was in. Once the suspect was in handcuffs, I lowered my tone of voice as he was complying to my instructions.

When reflecting whether the use of force was necessary, I will be examining the theory of Betari's box (Origin unknown). Betari's box is a model used for the management of conflict and helps us to understand how our attitudes and behaviours can affect those around us. This model states that our attitude affects our behaviour and believes the opposite of this is also true. This can be shown in our tone of voice, our body language, and the way that we act especially when it involves other people. It also highlights that the words we choose to use can change the way that someone responds to you. The model believes that if I was to react aggressively towards you, that you will read this behaviour in a certain way and this will alter the way that you react. (Changing Minds, 2002-2020). Continuing my reflection, this model can be seen to be used during the arrest. Before the arrest took place I had to raise my voice in order for the suspect to

comply but once the suspect had been placed in handcuffs he became compliant therefore the need for me to lower my tone of voice. I believe the amount of force used was reasonable and acceptable, whilst the suspect was placed in handcuffs I ensured I did not violate Article 3 Human Right Act 1998, "No one shall be subjected to torture or to inhuman or degrading treatment or punishment" (Equality and Human Rights Commission, 2018).

It is believed that invading the space of another person, going inside their comfort zone and touching them can all be seen as aggressive behaviours towards an individual (Changing Minds, 2002-2020). Reflecting on this, my body language during the incident demonstrated some aggressive behaviours. Whilst I was dealing with the suspect, I had raised my voice and I had used my PAVA spray in order for me to put my hands on the suspects and get him out of the car and onto the floor. It was not one of my first priorities when arriving at the scene however on reflection my use of eye contact whilst informing the suspect of his arrest along with my tone of voice throughout the aftermath of the incident managed to calm the suspect down and engage with him.

Looking back on the call, I would say that I experienced different thoughts and questions; these included the amount of suspects and possible levels of violence. I have never been faced with a situation involving conflict before. However, I have learnt that when you are faced with an incident, your instinct takes over and it becomes something natural. I have learnt to keep an open mind, as you never know what you are going to encounter until you are there and in the moment. Moving forward, if I was to encounter an incident like this again, I feel I would possibly be less apprehensive due to this experience. Reflecting on the forced used, possibly the use of PAVA in this incident would not need to be used. In order to detain the suspect the use of handcuffs is best practice.

The purpose of this call was to stop the vehicle without anyone coming to any harm and to detain the suspects. As police officers working, together through effective communication we were able to stop the vehicle safely, detain both suspects, carry out a positive search of the vehicle and be able to start a positive and effective investigation. Use of communication is essential in the police service and other

authorities all using fundamental techniques. Adapting to incidents is an important skill to have.

Word Count 1504.

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:

During this essay, I will explore the different variations in my communication when dealing with both an adult and a child victim. This includes the reassurance that I gave to both victims about the different types of safeguarding measures that would be put in place for them, and the explanation of the different types of special measures that

would be used when attending court to ensure correct and appropriate guidance was given. Throughout this incident, I was fully aware of any cultural views that might have been expressed however; none became apparent during this incident. I will illustrate how I was able to use the policing values when engaging with both victims and will show how I was able to implement the relevant codes of practice to help both victims through the criminal justice system. To help me reflect on this specific incident I will be using Gibbs (1998) reflective theory. Gibbs (1998) reflective cycle consists of six different stages that help guide you throughout the reflective process by asking you a series of different questions (Jasper, 2003, pg 78).

The first two stages of this reflective practice is about describing the incident in as much detail as possible and explain my feelings throughout the incident. The incidents that I will be reflecting on happened on two separate occasions within a number of days of each other however they were related and involved a father and a sixteen year old child from the same family. One afternoon in April, I have responded to a call from a distressed male reporting that whilst he had been at work, a male that he knew and has been having ongoing issues with for the past eighteen months, had thrown a brick through his front living room window causing damage both to the inside and outside of the property. This male also set a bin on fire to the rear of his property causing his garage to be destroyed with thousands of pounds of damage. When speaking with the male, he confirmed that over the past eighteen months a number of incidents have happened including having his vehicle damaged on three separate occasions. There have also been encounters in public where the male has been verbally aggressive towards him in front of his younger daughter and often threatening to turn up at the house in the middle of the night. A couple of nights later, I have also responded to an incident involving the male's sixteen-year-old son, he had been receiving physical threats from social media throughout the day from the same suspect. Before arriving at the address checks were carried out and I was informed that the suspect is well known to police; he was a high priority suspect who was wanted for a number of offences and had purposely been avoiding the police.

Smith (2012) describes fear as a natural and healthy feeling prompted by our nervous system based on how our brains interpret a situation. (Smith, 2012, pg. unknown). As I was quite some distance away when the call came in, I had many different thoughts

that I was trying to process. When I arrived at the first reported incident, I felt quite hesitant due to knowing who the suspect was. I was unsure whether the suspect was still in the area and if we saw him, what his behaviour could be towards us as he is known to be violent. Arriving at the second incident I was a bit concerned how the dad would react due to being at the address a couple of days prior and we still haven't managed to locate the suspect. The suspect was now targeting the son as well as the father.

Stage three of the Gibbs (1998) reflective model is all about evaluating the incident. I will evaluate my behaviours and communication between the two victims. The College of Policing; Competency and Values framework (2020) states that it is designed to help implant the police Code of Ethics into all officers when dealing with people and to ensure the principles are fully considered in all professional decisions. I feel that my body language played a vital part when taking the witness statement from the male. I was able to sit, actively listen, and be emotionally aware of the effect that these incidents was having on him and his family. This has enabled him to feel safe and not be afraid to go into depth about the event and for him to have some belief that the police will be able safeguard him. The Victims Code (2015) defines victims as someone who has suffered any physical, emotional or mental harm or has financially been affected due to a criminal offence. Whilst at the address I was able to take observations of the victim's behaviours. He came across quite nervous and was unable to sit still for long periods. I thoroughly explained the different safeguarding measures that I was able to put in place for him at the time, which he welcomed. A fire referral was put in place, a victim support referral has been sent and a positive action marker was placed on the address. I informed him that the local neighbourhood policing team would be made aware so that they can increase the patrols and their presence in the area. The male appreciated this and I was able to sense some form of relief from him that progress was going to be made. I gave the victim some recommendations on how to make the address safer, for instance the installation of CCTV cameras at the front and the rear of the property, the possibility of fitting outside sensor light to the back of the property and a doorbell cam.

When obtaining the statement from the child victim I was fully aware that I would need to adapt my communication methods in order for him to understand, I also made it

clear that he was able to ask questions and ask for clarity at any time. At first, the victim did not want to attend court and pursue a complaint. The child did not like the idea of going to court and believed that if he attended, he and his family would suffer repercussions from the suspect, his friends and family. The Youth Justice and Criminal Evidence Act 1999 put into place a range of different measures that can be used to help vulnerable and intimidated witnesses gather and give evidence in court (CPS,2017). I have explained to him that due to his age there are measures in place to help protect him if or when he attends court. He was informed that if he went to court the barristers could remove the gowns and wigs to make it feel less intimidating. He was also told that he could attend court via video link meaning he would not be able to see everyone sat in the courtroom. I was able to reassure him that if he needed to attend court that the police would be in constant contact with him and would be able to help and guide him at every step. There were also moments when I was speaking to the son and the father was interrupting him and telling him what to say. I was able to talk to the male in a calm and controlling way explaining the importance for his son to explain his account of what had happened.

During this incident, I followed all relevant procedures and guidance in relation to the victim's code of practice and safeguarding measures. Being able to familiarise myself with the policing values I was able to adapt my body language and communication to show sensitivity and compassion when I could see how this incident was effecting the victim. Both males took up the opportunity to write a Victim Personal Statement (VPS). This statement allows the victim a chance to write in their own words how the crime has affected them in their day-to-day life (Ministry of Justice, 2015). Looking back on the incident I should have maybe explained to the victim to stay off all social media, as this was the offender's platform to make threats. This was made worse when the father posted on his own social media regarding the incident, which then was seen by the suspect. This had the possibility to escalate the situation. I believe that with more practice and experience I would be able to deal with two different victims from the same family a lot more confidently, especially if they wanted two different outcomes.

Words 1424

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:

Throughout this essay, I will be using Borton (1970) to help me examine and reflect on this particular incident between a vulnerable adult and the suspect and his family. I will show how I was able to use the National Decision Making (NDM) model to help me with every step of the investigation and to determine whether the use of discretion was needed. I will look at my responsibilities throughout the investigation to ensure the Criminal Procedure Information Act (CIPA) (1996) was adhered to. I will look at my ability to react to the incident, including the different environmental factors that I was faced with and the victim's high vulnerability risk factors. I will explore the different legislation involving personal data and the laws behind sharing the data.

Borton's (1970) first stage of reflective practice is a process where you describe what has happened in a specific incident or experience, explaining what you and others have been doing (Dabell, 2020). On the evening of a bank holiday weekend myself and my colleague received a call where the reporting person had stated he had been

punched and attacked by numerous people and he believed that a knife had caused some of the injuries that he had sustained. On arrival, we could see a group of nine adults in a communal area of a garden adjoining to a block of flats. As we approached the garden, we could see two males quite close to each other shouting and swearing at each other. Association of Chief Police Officers guidance on the use of incapacitant spray state that if an officer is faced with the threat of violence or actual violence the PAVA spray is one tactical option that is available to them (ACPO, 2009, p8). Due to the information that was received during the phone call regarding the possibility of a knife, we ran towards the two males with our PAVA spray to try to de-escalate the situation. Using my tactical communications, I was able to remove one of the males away from the situation safely due to their being a small wall between the two males. Once the situation had calmed down clarification was taken with the control room to ascertain a description of the male believed to be carrying the knife. A search was carried out on the alleged victim due to him being the one that was matching the description. I have spoken to the male who appeared to be the victim; he stated that the male he was having the altercation with had punched him to the head, along with two other males that he could not remember. Due to the nature of the incident and the amount of people that were in the vicinity other units have turned up to assist, they have conducted an area search for the knife and any other possible weapons but had found none.

When speaking to the other members of public it was clear that they were all highly intoxicated and have all been drinking throughout the afternoon. The members of public that were present when we have arrived have all stated that the male with the injuries has been the aggressor towards one of the females present by slapping her around the face leaving no injuries and no-one could confirm how the male got his injuries. It was clear from the male's injuries to his face and his body that he needed to be taken to hospital to receive medical treatment. A public officer has the power to use his discretion in order to make a choice of potential courses of action that he can take (Kleinig, 1996, p2). Whilst inside the male's property, officers have tried to gain an initial account of what happened but were unable to due to the male's level of intoxication and he has given different names to officers every time he was asked. Due to this and the other members of the public being intoxicated, I decided it was best to convey the male to hospital and revisit him in the morning.

The following day I was informed by the hospital that due to the injuries the male had suffered he had been transferred to a different hospital and was currently in theatre having surgery on his jaw. Article 5 of the General Data Protection Regulator requires any personal data to be collected for a specific and legitimate reason, this information must be processed fairly and lawfully, be relevant and the information must be kept up to date. Any personal information must be secure from accident loss or damage and any unauthorised processing (Information Commissioners Officer, 2018). I have attended the hospital and have taken a statement from the victim of his account of what happened the night before. He disclosed that since leaving the army ten years ago he suffers from severe mental health problems including PTSD and flashbacks. I have talked him through the services that can be provided for him including the Victim Support Referral Scheme. He has explained to me that his current medication was not currently helping him so I informed him that I could send a referral known as a Public Protection Notice form asking for a review of his medication. I have explained to him the court process including completing a Victim Personal Statement that can be read out in court about how the incident has affected him. I have followed correct guidance and procedures by ensuring the victim had signed all the necessary forms to confirm that he was happy for any relevant third party to view his statement, gain his medical records and look at the photos of his injuries. During my time with the victim, It was important for me to actively listen and not to rush the victim through his statement in order for me to accurately gather his account of the incident and to ensure that all the information for clear and concise.

From the start, this incident has been challenging, there have been many factors that have played a massive part in the overall incident. The NDM is a model that all police officers use when it comes to dealing with any incidents. It includes incidents that involve individuals as well as a number of people that may be part of a planned operations or unplanned incident (College of Policing, 2020). I have continually used the NDM in order to progress the incident. I have used the information given to me before I have arrived at the incident in order for me to assess the possible risk posed to both my colleagues and myself and towards other members of the public. I have thought about the different powers that I might have had to use if the situation had escalated for example the use of force or different restraining methods. I have been

confident in responding to the actions that I have taken and fully understand that these actions will change depending on the information that I have received.

The next stage of Borton's Theory (1970) is all about analysing the incident and trying to access what has happened and to be able to describe what things you would of possibly done differently (Dabell, 2020). During this incident, I have had a number of obstacles to overcome in order to progress the investigation. I have dealt with numerous people who were all intoxicated in a small outdoor space; I have had to try to identify the suspects from the victim's account, which I found out later that the witnesses and suspects were all members of the same family and safeguarding the victim when the possible suspects live in the same block of flats. On reflection, I should have tried to conduct house-to-house enquiries sooner. This could have enabled police to ascertain who the suspect was in relation to the assault at the time of the incident ensuring that the victim was immediately safeguarded, if his release from hospital was the same night.

The Criminal Procedure and Investigations Act (1996) states that an investigation is undertaken to establish if a person is charged with an offence is guilty of it or if a person should be charged with that offence (College of Policing, 2020). As police officers we are impartial investigators, we are there to gather information on a non-bias basis. We present all accounts of the incident to the Criminal Prosecution Service, including information that may be seen to undermine the case in order to determine the outcome of the case. It is our responsibility to ensure that all information is recorded and retained and any sensitive unused material is stored on the correct forms and delivered to the prosecution correctly.

The third and final stage of Borton's (1970) reflective practise is known as 'Now What' this is where you reflect about what might happen next and the significances of your actions (Dabell, 2020). Next time I feel I should seek guidance sooner in relation to the decision-making where needed and to continue gaining experience in practical situations to encourage my independence in decision making and record keeping confidently. I believe that with the right direction and support I will be able to improve the victim's chance of prosecution through my investigation methods.

Words 1540

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:

To help me explore and reflect on this particular incident I will be using Kolb (1984) reflective practise theory. During this essay, I will refer to an incident in which I have dealt with both the offender and the victim, so I will be reflecting on how I was able to alter my behaviours between the two. I will be analysing the use of effective communication on both the offender and victim, and the use of any social and legislative contexts. I will look at the key elements from this incident including what my role was, any decisions that I have made, how I have identified vulnerability and exactly how I have applied appropriate safeguarding measures to both victim and offender.

Kolb (1984) believes that any personal experience becomes a focal point for learning. This then provides a concrete reference point so that the effects and ideas

that have been created through this learning process can be tested.(Kolb,2015,p32). The first stage of this theory is to identify the concrete incident and in my case this is about an incident that I was called to involving a lone male and then later on in the incident a victim. Early one morning in May, my tutor and I were called to reports of a lone male trying to gain access to a secure area. We had been given the males name before we arrived and recognised police knew him. On arrival, we approached the male and explained to him he was being detained for suspicion of burglary, due to the location and he was matching the description. The male was then placed in handcuffs due to prior knowledge that he has ran from police before and in order to carry out a safe and effective stop search. Section 1 of the Police and Criminal Evidence Act 1984 states that police officers can stop and detain any person or vehicle if they suspect that they will find any stolen or prohibited articles including offensive weapons, and any article's used for going equipped to steal or to cause criminal damage. (College of Policing 2020). Before the search took place officers followed guidelines and explained GOWISELY to the suspect, this is to ensure a legal search is carried out. During the search a number of items were found on this male and in his property including; bolt cutters, sledgehammer, a broken pitch fork, garden sheers, 2 pairs of gloves and a small bag of a controlled substance. The male explained to us that he was homeless and because of this, this is the reason for carrying these items and his belongings in a trolley. I then went on to arrest the male for going equipped, possession of an offensive weapon and possession of a controlled substance.

Later on in the day, a further call comes in regarding an attempted dwelling burglary. The victim has gone out in her garden that morning and noticed that her side gate is open, which she believes was strange as she lives alone and does not use it. This has prompted her to look at her own CCTV that she has covering her property. She had seen that a male has attempted to get into her property by standing on a sledgehammer. On her initial call to police, the victim has identified the male as the male that I had previously arrested earlier that morning. On speaking to the victim over the telephone she was concerned that as the male did not make it in to her property in the early hours of that morning that he would come back the next night and try again. She confirmed she was shaken by the incident, as she is an elderly woman who lives on her own. MacIntyre (1999) and Nussbaum (2006) theorists

both believe that people are vulnerable as they are dependent on care from others and because of other peoples actions (Mackenzie,Rogers and Dodds,2014,p4). I had reassured the victim that the male she believed was responsible was already in custody would not be returning. I confirmed to her that I would come and see her to reassure her and to answer any questions that she might have.

Kolb second stage of his theory is known as reflective observations. Copley (2011, p.84) explains that this stage is where individuals review key things that have happened at a specific incident. Looking back at this incident, I believe I handled the victim sensitively and with compassion. I spent time with the victim ensuring she felt safe and she knew what would happen if and when the suspect was released. I made time whilst I was there to ensure that the house was secure after I left and she had my contact details if she felt she needed to contact me. However, I may not have asked as many questions as I possibly should have to ensure she was able to get the correct after care. This could be due to the fact that the suspect was already in custody and I knew he would not be returning to the property.

The communication that I used throughout the incident played a vital role in its outcome. I was able to review all the information that was available to me, so that I could make informed decisions before I arrived at the scene. This was beneficial when it came to speaking with the offender. I was able to break down the alleged incident and explain it in a way the offender would understand. Due to our behaviours and actions at the scene, the offender did not show his usual behaviour demonstrating that I had built a rapport with him very early on. When I was dealing with the victim, I spoke in a calm and comforting manner. I instantly knew the victim was vulnerable from the way that she was speaking to me over the telephone as she found it hard to make a decision before confirming with a younger family member. Active listening is an important skill for police officers. This skill lets the member of public know that you are interested in what they have say by using a set of skills including paraphrasing and breaks in speech (Miller,2006, P.27). I was able to adapt when I took the victims statement over the telephone, this shows I displayed active listening skills in order to take an accurate account of what had happened.

One of the major roles that police officers have to deal with is safeguarding all parties that are involved in an incident. This could include just the victim and the offender or could involve a group of people all of different ages and backgrounds all being identified as vulnerable in their own way. Some ways we can safeguard whilst an offender is in custody is allowing an appropriate adult to be present at interview should the custody sergeant feel the offender needs one. In this incident, we had to ensure that the offender had a suitable place of abode before he was released. South Wales Police have put many different safeguarding measures in place for victims of crime and their families. South Wales Police work alongside partner agencies including Social Services, MASH and Victim Support in order to provide the best suitable support for victims and their families. In this incident, a number of safeguarding measures were put in place. As the victim was living on her own the local Neighbourhood policing team were asked to make extra patrols in the area to help reassure the victim. A Public Protection Notice (PPN) was submitted and sent to the relevant agencies and the victim's details were sent to South Wales Victim Focus in order for her to get help and support should she require it.

The next part of Kolb (1984) theory is the abstract stage. This is a process of understanding the events that have taken place and the relationships between them. (Leicester University, No Date). During this incident I have learnt that vulnerability can possibly be identified in each individual and it is part of my role to use communication skills to help uncover whether a single person, family or group are considered vulnerable. I have been able to spot signs of vulnerability in order to safeguard and been adaptable to the different referrals that I have sent to outside agencies.

The closing stage of Kolb (1984) reflective practise is to reflect on how they are going to put into practice what they have learnt and understand what is likely to happen next (Leicester University, No date). Although I have learnt positives from the experience I am going to try and develop my negotiation skills and learn more about the work that the outside agencies do, and their support methods to ensure that my referrals are accurate and are beneficial to both the victim and them.

1476 Words

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
Becoming more confident at interviewing	During my Hub attachment	The Hub Sgt and officers from the hub	3-6 months
Knowledge of legislation	During quiet periods of my shift	• My Sgt, • Members of my team • Any police officer	Ongoing
Ability to write statements quicker	Take statements at every opportunity	• Police officers • Hub Officers	3 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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Electronic signature accepted, either pasted in as a 'picture', or simply typing your name.

Signed: Rebecca Lennox-Gordon_ (Learner)

Date: 10/07/2020

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: Rebecca Lennox-Gordon (Learner)

Date: 10/07/2020 _ _ _ _ _

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