

## **Graduate Diploma in Professional Police Practice**

### **LEVEL 6 - 40 Credits**

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

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

**Learner name: PC 6721 MOWBRAY**

**Learner's University Registration Number: 1922452**

## **FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME**

***Module title: Policing in the Workplace 3 (DHEP)***

## Workbook Guidance

Please read these notes carefully; they provide essential information.

### What is the workbook for?

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

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

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

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

### How should the workbook be presented?

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

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

([https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter\\_07\\_Assessment-Taught\\_Programmes\\_Pages\\_72-79-UPDATED-05-11-2019.pdf](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-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](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.***

## 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                                                                            | 1500                    |
| Task 2   | Communication Skills, Managing Conflict, Valuing Difference and Inclusion                           | 2500                    |
| Task 3   | Criminal Justice, Valuing difference and inclusion                                                  | 2500                    |
| Task 4   | Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders) | 2500                    |
|          | Bibliography                                                                                        |                         |
| Task 5   | Development Plan                                                                                    | Equivalent to 500 words |
| Task 6   | Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)        | Equivalent to 500 words |
|          | Confirmation of Confidentiality and Plagiarism<br><i>Confirmed by submission through `Turnitin</i>  |                         |

## Task 1

### Relevant areas of the National Policing Curriculum: Developing Resilience

*Guidance:*

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

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

### ANSWER:

Since attestation as a Police Constable, I have undergone six months of learning during Phase One of the Policing Education Qualifications Framework in the Initial Police Learning and Assessment Unit of South Wales Police. This training period has been designed to cover the core knowledge required to progress to the operational tutorship phase. This includes knowledge of key police powers and legislation, as well as practical skills such as officer safety training. Due to the demands of the initial six months of learning, high levels of stress can arise which could potentially impact negatively on personal wellbeing and mental health. Davis (2009) suggests that stress and negative emotions are risk factors for cardiovascular disease such as heart attacks and strokes, poorer quality of life and a higher risk of mortality. In addition to this, stress can negatively impact performance and cognitive ability (NHS, 2020). As such, it has been necessary to develop coping strategies to increase resilience and minimise stress.

Stress is defined by Ewert and Chang (2018) as “a process through which specific demands (e.g. work, childcare, class assignments etc.) are perceived as exceeding an individual’s resources or abilities to control or manage effectively” (pg.1). On the other hand, resilience refers to an individual’s personal ability to cope with the perceived pressure arising from the specific demands (NHS, 2020). This interrelation between stress and resilience can be described through the ‘Stress Arc’ model. This model suggests that an optimum level of stress input will motivate an individual to

function at peak performance. Too little stress input will leave an individual poorly motivated and bored, whilst if the stress input exceeds the resilience of an individual this can lead to burnout, exhaustion and other negative impacts (NHS, 2020). To increase resilience and minimise stress and to stay within the optimum zone of the stress arc, I utilised and developed two strategies during Phase One training. The first of these was to engage in physical activities such as walking in outdoor natural environments, whilst the second was to develop friendship networks with the other policing students in my training team. Both of these strategies were highly useful in managing and mitigating stress and building resilience, but differed in the methods by which they achieved this.

Outdoor physical activities in natural environments has long been identified as beneficial for both physical and mental health, with a reduced risk of disease and improved physical fitness, as well as reduced anxiety, depression and increased positive emotions (Weng & Chiang, 2014). The impact of this activity is significant, as spending just one hour in contact with nature as opposed to an urban setting has a notable restorative effect, increasing positive emotions and decreasing stress and other negative emotions (Davis, 2009). In my case, this strategy involved undertaking brisk walks of approximately 45 minutes to one hour in either inland forested locations or coastal areas around the South Wales region. Whilst I undertook this activity in what could be termed 'wild' nature, a similar effect is found through exposure to 'managed' nature such as parks or similar (Ewert & Chang, 2018). Due to Coronavirus restrictions in place at the time, this often tended to be limited to locations in the Neath Port Talbot council area. I undertook this activity three times a week during most weeks of the initial six month training period.

A variety of explanations are posed to help explain how this activity mitigates stress and builds resilience. Davis (2009) notes that physical activity is strongly linked in empirical data with increased positive mood, primarily due to the release of mood-boosting endorphins and serotonin in the body. Whilst this mechanism of stress-reduction was important, it could be achieved to a similar effect in an indoor environment such as a gym. The introduction of natural environments was important in increasing the levels of stress reduction. Weng and Chiang (2014) propose what they term the

'stress-reduction theory' (SRT) of natural environments. This theory suggests that when people are exposed to natural environments as opposed to urban or indoor environments, their attention is directed towards the landscape and this has the effect of alleviating negative thoughts and replacing negative emotions with positive ones. This theory is similar to the 'attention-restoration theory' (ART), which suggests that natural environments possess a particular set of properties that promote restoration from attention fatigue caused by overexposure to mental stimuli (Ewert & Chang, 2018). In the context of the training school, the constant need to acquire more knowledge and learn new skills leads towards attention fatigue. From a different perspective, 'psycho-evolutionary theory' (PET) suggests that the brain subconsciously identifies attributes of natural environments linked to human survival such as spatial openness or the presence of water and other natural resources. This then has a stress-reducing effect as the subconscious brain perceives the presence of these survival elements in a positive way (Ewert & Chang, 2018). This was important as it contrasted greatly with the urban and indoor setting that training took place in. Furthermore, due to Coronavirus restrictions, I spent a greater amount of time in indoor settings and this activity helped to mitigate the stress arising from this factor.

The other strategy I used to mitigate stress and develop resilience was building friendship networks with the other policing students in my training class. King et al., (2017) define friendship as "voluntary interdependence of two persons over time involving companionship, intimacy, affection and mutual assistance intended to facilitate the socioemotional goals of both parties" (pg.249). Peer friendship groups are a common formation in the workplace, and individuals tend to form bonds with those they are working in close proximity and on similar tasks to, as well as those with personality traits they like and admire (Sias, et al., 2014). Skolnick (2005) notes that policing displays higher levels of intra-occupation friendship than other occupations, due to organisational culture, shared experience and increased social isolation due to the authoritative role of the police officer. From this, we can see that it is common to develop social networks within workplace organisations, in particular policing, but it brings a number of stress-mitigating and resilience enhancing benefits.

Developing friendships provides benefits from both an informational perspective, where individuals in the social network are able to share knowledge and an instrumental perspective, where tangible resources can be shared (Shin & Lee, 2016). In the context of the training school, this was beneficial for stress mitigation as we were able to share knowledge amongst the group and assist each other with academic aspects of the course, thus reducing the stressors we experienced. Furthermore, we were able to share resources such as police equipment which some members of the group hadn't been issued yet. Again, this acted to mitigate stress by reducing the potential stress factors we were exposed to.

As well as instrumental and informational support, friendships provide emotional support (Sias, et al., 2014). The 'stress-buffering model' suggests that friendship networks act to buffer the effects of stress by increasing our resources to cope with and deal with higher levels of stress (King, et al., 2017). This is a form of increased resilience as it allows the individual to cope with higher degrees of stress. The effects of this dynamic are affected by both the friendship network density (the number of friends) and the network strength (how good the friends are). This was relevant in the training environment as a broad network of increasingly stronger friends helped to mitigate stress and increase my resilience to stressful situations through the emotional support provided by this network.

The two strategies I've developed to improve resilience and minimise stress are different in the way they operate. The strategy of outdoor activity is an individually-based strategy that I carried out alone. As a strategy, it was available from the beginning of the training period and its efficacy was always at a steady level. On the other hand, developing friendship networks was a strategy that was not initially helpful as the friendship networks were not in place, but grew in importance throughout the six month period to become the most effective strategy. Furthermore, whilst outdoor activity was able to mitigate the stress that I experienced, developing friendship networks helped to reduce the number of stressors present and also acted to build resilience to stress through the emotional

support provided by the network. Friendship networks also acted to mitigate stress when it was experienced.

Overall, the initial six months of training as a police officer have had the potential to be highly stressful and therefore have a significant impact on mental and physical health. However, through the development of these two strategies, I have successfully managed to reduce the stress factors experienced, mitigate the levels of stress and build up resilience to stress. The two strategies used were useful and effective in different ways, and operated differently across the training period. In particular, I found developing friendship networks to be a very effective strategy and one that increased over time. After the training period, I intend to continue with both strategies in order to continue developing resilience and minimise stress during my career as a police officer.

## Task 2

### Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

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

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

**Reflect on your application** of the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

**Describe** the process for determining whether the use of force was necessary in a conflict situation (including a **critical evaluation** of any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

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

### ANSWER:

The use of legitimate and lawful force is a key issue within modern policing. Indeed, substantial debate, public attention and academic discourse is focussed on how and why police use force, and what may be reasonable or excessive (Rappert, 2007; Giacomantonio, et al., 2019). In the British Peelian model of policing, the use of force is reserved as a last resort “only when the exercise of persuasion, advice and warning is found to be insufficient to obtain public co-operation”, and must be “only the minimum degree of physical force which is necessary” (Home Office, 2012). The potential requirement for use of force emerges when officers are faced with conflict, which is common during policing activities. This minimal use of force sets police services apart at an organisational level from other similarly organised bodies such as paramilitary law enforcement or military forces where the use of force is unrestrained (Rappert, 2007). This essay critically assesses

an incident during my Tutorship period where I encountered conflict, employed communication skills and used force to resolve the conflict.

The incident that this essay analyses occurred during a late shift early in my tutorship phase. I was on proactive mobile patrol on a Saturday late shift with my tutor, where we were patrolling identified high-crime hotspots in the local area. At approximately 20:00 hours, we patrolled an industrial estate that has previously been targeted by Organised Crime Gangs. As we patrolled the area, I spotted a Landrover car parked on a kerb in a secluded position. As we approached the vehicle, I could see that two young males were present within the vehicle.

Due to the ongoing coronavirus restrictions in place, there was legislation that prevented persons being away from their homes without reasonable excuse. Due to the time of night, the location and the fact that two young males were present in the car I formed a suspicion that they may have been breaching coronavirus legislation. In addition to this, these factors gave potential grounds for a stop and search under Section 1 of the Police and Criminal Evidence Act (1984) (PACE). I determined that a 'stop and account' would be necessary to gather information on what excuses these persons had for being in this location at such a time, and depending on this it may be necessary to progress to a stop and search. I conveyed this assessment of the situation to my tutor who agreed.

My tutor positioned our marked police van alongside the Landrover. As we approached, I could see the two occupants of the vehicle looking startled, and looking at and speaking to each other within the vehicle. On reflection, I should have identified these danger cues alongside the circumstances in which we found the vehicle and anticipated the potential for conflict at an earlier stage. As our police vehicle stopped alongside them, I got out of the passenger side to speak to the occupants of the other vehicle. The Landrover immediately drove off at speed away from us. Due to the positioning of our vehicle, they had a clear path to drive away. Whilst it may have hindered their escape if our vehicle had been positioned across the front of their path, from a safety perspective this was better as it meant that I was out of the path and in a less dangerous position as they drove away. This

knowledge will be useful in future vehicle stops, as it has acutely shows the potential dangers where vehicles make off and shown better locations to position myself during a stop.

I got back into the police vehicle and my tutor activated our vehicle's emergency lights to signal the Landrover to stop. However, it quickly became apparent that the vehicle did not intend to stop. In line with South Wales Police policy, my tutor stopped our vehicle and turned off the engine to prevent the incident becoming an unauthorised pursuit. At this point, the driver of the vehicle had committed an offence under S.163 of the Road Traffic Act 1988 by failing to stop for a constable when required to do so. I communicated the details of what had happened, including the index of the other vehicle to the control room. However, the location we were at did not have named roads and in the low light conditions, we were unable to see any other landmarks to inform the control room of our exact location. This highlighted to me the importance of having a strong knowledge of the geographic area and local knowledge to allow for effective communication. My tutor had seen the vehicle turn off down a farm track and due to his local knowledge, was aware that the vehicle could have been abandoned along the farm track or parked at a nearby property.

We travelled down the same track we had seen the vehicle drive off to. After a short drive, we came to a dead end and found the suspect vehicle parked on a grass verge. As we approached, my tutor activated our vehicle's emergency lighting again. As he did this, the two occupants quickly exited the vehicle. The passenger stayed standing by the vehicle but the driver began to run away from the vehicle. I alighted the police vehicle and ran after the driver. I chose to do this as the driver had already committed the offence of failing to stop. Whilst this was a useful approach to immediately apprehend the driver, I did not consider at the time the fact that I was moving between the police vehicle and the suspect vehicle. This posed a risk to myself as either vehicle could have unexpectedly moved and trapped me between them. In future, I would utilise a different tactical approach to apprehend the driver, either by moving a different way around the vehicles to minimise risk or through better positioning of the police vehicle.

I initially shouted for the driver to stop but he did not comply with this instruction. The driver then attempted to climb over a farm gate at which point I caught up with him and took hold of his arm to prevent him escaping, using powers under S.3 Criminal Law Act 1967 and S.117 of PACE to use force to effect an arrest on a suspected offender (Nottinghamshire Police, 2021). As I took hold of the driver, he attempted to pull his arm free and push me away with his body. I therefore used a 'straight arm-bar to prone' technique to place the male on the floor. As he fell on the floor, he managed to roll his body so that he was facing up with his arms pointing towards me. I immediately saw in his hand a small, shiny metal object. Due to the low levels of light and the fact the male's hand was closed around the object, I could not immediately determine what it was. I shouted for the male to drop the item and attempted to grab it from his hand. My tutor had overhead this and could see me struggling with the male. He therefore utilised a distraction strike and 'red-dotted' the male with his Taser. This allowed me to remove the item from the male's hand, which transpired to be car keys. I then handcuffed the male and arrested him for failing to stop for police. The other passenger of the vehicle was detained by my tutor for the purposes of a search under S.1 of PACE.

Subsequent investigation identified that the driver held a full license and was insured to be driving the vehicle, but had been drinking alcohol earlier in the day and this was why he had failed to stop. Despite this, the driver provided a sample below the legal limit for alcohol and a negative drug wipe. The vehicle was seized under S.165 of the Road Traffic Act 1988 as the driver had failed to stop and I reported him for this matter. The passenger had not committed any offences and was released after the search on him was concluded.

During this incident, conflict was a key part of events. I had to use force as a method of dealing with conflict at various stages and the assessment of how and what sort of force was determined by the National Decision Model (NDM). The NDM broadly requires officers to use information and intelligence to assess threat and risk, and develop a working strategy from this (College of Policing,

2020). In this case, I had very little information or intelligence regarding the vehicle or its occupants. Checks on police systems that I conducted on vehicle had not returned any useful information. When we sighted the vehicle the second time, we were aware that the vehicle had already failed to stop for us once and that the driver was now running away. There was also a high level of threat present as we held so little information and the occupants of the vehicle had demonstrated a desire to evade police, leading to a reasonable suspicion that they were committing offences and would continue to try and evade police. There were also several 'impact factors' that influenced the risk assessment, in this case the driver was a well built, athletic male and there was a reasonable chance that he may have been carrying concealed weapons.

Using this, I decided that it would be necessary to use force to protect my colleagues, myself and to apprehend the offender. My initial option upon exiting the police vehicle was to use tactical communications to encourage the driver to stop. Terril (2003) suggests that verbal commands are a key tool to gain control of a subject without physical force. The use of tone and direct commands or threats can coerce a subject into the actions desired by the officer. In this case, I used a forceful tone and shouted a command to driver to stop immediately, as well as identifying ourselves as police officers. Although it was ineffective in this case, it was still advantageous to use tactical communications at an early stage for several reasons. Firstly, there was an initial gap of at least 20 feet between myself and the suspect. This prevented me from using any other tactical options I had available such as offensive or defensive skills, PAVA spray or handcuffs. In addition to this, the use of verbal skills can help to prevent an escalation of incidents and negate the use of physical force (Giacomantonio, et al., 2019). In future incidents, I would still use tactical communications as an initial action prior to using physical force where possible. Due to the immediate nature of the situation, it was not possible to use other methods of communication such as the 'Five-step appeal' where officers attempt to gain compliance through incremented requests. This is because the ongoing situation required quick action and communication with the subject was not possible in the small amount of time available (College of Policing, 2020).

After tactical communications failed, I used physical force to take hold of the driver. This was met with physical resistance from the individual and I used the NDM to assess that the best course of action in this instance was a take down. Whilst this was successful, in future I could consider officer safety equipment such as PAVA. Once the individual was on the floor, it became apparent that he was holding an item in his hand that appeared initially to be a bladed article. I transmitted this threat using verbal communication to my tutor, who escalated the level of force used by delivering a distraction strike to the male and then 'red-dotting' the male with his Taser. This experience clearly highlighted to me the influence that the 'rational versus emotional brain theory', proposed by Goleman has on conflict management. Goleman (2011) suggests that in order to make good decisions, awareness of your internal state and emotions is important. This is because it prevents what he terms 'amygdala hijack', where the emotional part of the brain takes over the decision-making producing less favourable outcomes due to a lack of rationality (Goleman, 2011). The amygdala is an area of the brain that recognises danger and can produce subconscious reactions to it, including physical defensive responses as well as biological changes such as increased heart rate, breathing rate and the release of adrenaline and endorphins (LeDoux, 2003; Goleman, 2011). In this scenario, the identification of a potential weapon in the suspect's hand produced an emotional response. Upon seeing what my brain interpreted to be a weapon, I began physical actions to try and remove the weapon from the person's hand through force and verbal communications. This was despite the fact that I had misidentified the item as being more of a risk than it was. It may be a factor too that Officer Safety Training conditions officer's to be aware of bladed articles, and this in turn prompts the amygdala to be more engaged when detecting these threats (LeDoux, 2003). My emotional response to the threat can be contrasted against the more rational response of my tutor, using his experience and his ability to prevent amygdala hijack. He was able to deliver a distraction strike and utilise the safety equipment at his disposal to safely bring the incident under control. This experience would encourage me in future to remember the bladed

article mnemonic 'CUT', where in this case creating distance would have been useful whilst transmitting the threat allowed it to be managed effectively (College of Policing, 2020).

Following the successful apprehension of the driver, it was necessary to calm the situation as the driver was in an agitated state. According to the Betari's Box theory, this could have led to ongoing conflict between the apprehended individual and myself. The theory suggests his behaviour could have affected my attitude, which in turn would affect my behaviour, which would have an effect on the attitude and thus behaviour of the other individual (MindTools, 2020). This cyclical process would have continued conflict between officers and the individual as his agitated state could have led to a similar response from myself. It was therefore necessary to 'break' the Betari box, by adopting a calmer and colloquial attitude and behaviour towards the subject. In turn, this affected his attitude and behaviour by causing him to mirror mine. This was successful as it allowed me to reduce the potential for conflict and build rapport with the individual, highlighting the efficacy of this technique of conflict management. However, the Betari box would not have been useful through all elements of this situation. For example, during the initial conflict where the subject attempted to make off, adopting a calmer attitude would not have been likely to produce a similar reaction in the individual. This shows a weakness in the theory, as in certain scenarios, persons may have already decided on their course of action or behaviour and the use of the Betari box is unlikely to change it. Overall, I feel this incident was handled successfully from a practical and legislative point of view. IT highlighted several key areas of learning in regards to handling conflict and the importance of theoretical approaches to dealing with conflict situations. Conflict is a major part of policing and the ability to manage it effectively, whilst utilising the minimal force required is an important skill. This incident highlights the importance of effective communications as a means of preventing conflict, and where this fails, effective use of the NDM to make good decisions about what action is required. In future policing scenarios where conflict emerges, the skills and knowledge I have developed through this incident will undoubtedly be key in resolving the situation safely and effectively.

### Task 3

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

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

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

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

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

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

#### ANSWER:

Supporting, assisting and guiding victims and witnesses of criminal incidents is a central element of the role of a police officer (MOJ, 2015; Fairclough & Jones, 2018). The vast majority of criminal incidents have a victim who has suffered negatively as a result of criminal actions. However, even those incidents which do not have an identifiable victim frequently involve members of the public who are witnesses to events (MOJ, 2015). Many victims and witnesses have little engagement and a poor understanding of the criminal justice system when they become involved with it. As such, the experience of it can be challenging (Orth, 2002; Fairclough & Jones, 2018). Repeat victims, who have a greater experience within the system, also require support and guidance during legal processes (Van Dijk, 2001). Historically, victims have also not been placed at the centre of the criminal justice system and thus could have a negative experience of it (Fairclough & Jones, 2018). The Codes of Practice set out by the Ministry of Justice aims to counter this by establishing certain

rights for victims. This essay critically analyses an incident where I played a significant role with a victim of crime, and explores how policing values and relevant Codes of Practice were utilised to support this victim through the criminal justice system.

The incident I will explore in this essay was a case of criminal damage. Whilst on mobile patrol with my tutor, I attended an emergency call where a 14 year old girl alleged that she had been assaulted by a young, foreign male in the street. During our initial attendance, it became clear that the girl had in fact been part of a group of teenage children who had damaged a car that was parked on the street. The girl stated that the male had come out of the house and grabbed hold of her and another child. The children had managed to pull away from the male and ran away, prior to calling police. Following this, we attended at the home address of the alleged attacker. Here, we found a middle-aged female of Polish nationality and her 18 year old adult son. They both independently told police that they had been at home and had heard smashing sounds. The son had run outside and found a group of children standing around his mother's car. He witnessed one of the children kick the wing mirror of the car, at which point he ran over and took hold of the child who had damaged the car and the female who had made the initial report to police. His mother phoned police at this point, but the children managed to run away whilst the call taker was taking details of the incident. The child that had caused the damage was identified to myself by various witnesses at the scene.

This case was challenging to investigate for several reasons. Firstly, from the initial information gathered, it was difficult to establish which of the relevant parties were victims, suspects and witnesses in the alleged offences. Under the Victim's Code of Practice, the police have an obligation to identify victims of crime and ensure that their crime is recorded without unjustified delay (MOJ, 2015). In this scenario, we had two persons who were victims. Whilst we could establish relatively clearly that the adult female whose car was damaged was a victim, it was more difficult to establish who was a victim in terms of the initial allegation of assault. House to house enquiries brought to light an independent witness who worked at a nearby shop. Although they had not seen the criminal

damage taking place, they had witnessed the incident where the adult male had come out of the house and taken hold of the children. The version of events provided by this witness allowed us to negate the allegations of assault against the adult male.

The witness told us that they had seen the male attempting to detain the child identified as being responsible for the damage and the female child who made the initial report to police. Their version of events highlighted that reasonable force was used to do so. As the adult male had told us that he believed he was apprehending those who had caused damage to his mother's car, we identified that this was a reasonable and lawful use of force, falling under S.3 Criminal Law Act 1967. This section grants any person the power to use reasonable force to effect the arrest of offenders or suspected offenders, as occurred in this case. As this witness was providing information negating an offence rather than reporting one, they were not required to provide a full witness statement to police as the matter would not progress to court (MOJ, 2013). The witness did provide a signed police pocket-notebook (PNB) entry to confirm what they had seen. They therefore did not require any support measures or witness care as stipulated under the Ministry of Justice Witness Charter. The information provided also allowed us to establish that the female child who had made the initial report was also not a victim, as they had not suffered harm as a result of a criminal offence (Paterson & Pollock, 2011; MOJ, 2015).

This scenario highlighted to me the difficulty in establishing the exact nature of an offence, and identifying who may be a victim or suspect in cases where conflicting allegations and counter-allegations are made. Whilst the presence of a reliable, independent witness aided our investigation in this case, it would have been substantially more difficult to understand the sequence of events that had occurred and identify criminal offences if we did not have this evidence. This draws attention to the importance of the Police Code of Ethics, and in particular the policing value of impartiality. Ethics are important for policing as they inform officers and police leaders "how to make the right judgements and do the right things, for the right reasons (Paterson & Pollock, 2011, p.115).

In terms of impartiality, the College of Policing (2021) states that police officers should be “unprejudiced, fair and objective” in the administration of their duties. In particular, one person or group should not be favoured over another. The fact that the original report originated from a female child, and concerned an adult male of Polish nationality may have led some to presuppose the outcome of the report and take biased and discriminatory action based on age, gender and nationality. This directly contradicts this police code of Ethics. This is important in a policing context as public confidence arises from a perception of the police being fair and balanced in their actions (Paterson & Pollock, 2011). In future, a similar open-mindedness and objectivity will be key in dealing with ambiguous or contested situations, in line with the requirement made by the Police Code of Ethics.

A second reason the case was difficult to investigate was the language barrier between myself and the victim and her son. Both of these persons were Polish nationals, and whilst they were able to speak relatively good conversational English they struggled to understand the more complex legal terminology. Under the Victim’s Code of Practice, the victim is entitled to the right to be given information in a way that is easy to understand and be provided with assistance in understanding information, including access to interpreters where necessary (MOJ, 2015). Furthermore, language barriers between the police and service users can lead to fear and mistrust (Shah, et al., 2007). In order to meet this obligation, I used the LanguageLine service available to officers. Through this service, I obtained a translator who was able to assist in explaining the more complex aspects of legal terminology to the victim. This also engaged the policing values of public service and transparency as established by the College of Policing (2021). According to the College of Policing (2021), public service, encompassing the policing principle of respect, bestows a responsibility on officers to ensure that we act in the best interests of society and create the best possible outcomes for the people we serve. In particular, officers must understand the needs of service users and act in their best interests. This also helps to build public confidence and promote engagement with the police service (Shah, et al., 2007). In this case, the service users required assistance in

understanding the criminal justice system and police action, and the use of translation services was the best way to achieve this effect. However, LanguageLine was utilised in this scenario during the taking of statements after the initial event. Whilst this was appropriate, a better service could have been provided for the victim if LanguageLine had been used at an earlier stage during police engagement.

Following the establishment of the circumstances of the incident and the victims and suspects involved, it was necessary to engage with the victim in order to deal with the offence that had been committed. The victim had a right under the Victim's Code of Practice to have the crime recorded and to be given appropriate information about the criminal justice system when reporting the crime (MOJ, 2015). In line with this, I gave the victim information regarding making a statement and the subsequent court process, and the alternative disposal option of Restorative Justice (RJ). Initially, the victim wished to proceed with making a statement. In addition to taking a statement, I completed a Victim Personal Statement (VPS) as this is a further right offered under the Victim's Code of Practice (MOJ, 2015; MOJ, 2018). The VPS provides a victim with their opportunity to speak about how a case has impacted them and is taken into consideration in the sentencing of the offender (Fairclough & Jones, 2018; MOJ, 2018). This is done to place the victim at the centre of proceedings and to ensure their wishes and needs are understood and met according to the MOJ (2018). Whilst a useful tool, the VPS is criticised as being a poor representation of the impact of a crime on a person, as the personal testimony can lead to victims either over or under-representing the impact that the crime had on them (Fairclough & Jones, 2018).

However, after initially making the statement, the victim subsequently decided to remove their support for a criminal prosecution. Victims often fail to support a criminal prosecution of an offender for a variety of reasons. Often, the process of appearing in court and giving evidence can be frightening and intimidating for persons who have little experience or knowledge of the process (Dignam, 2018; Fairclough & Jones, 2018). The UK uses an adversarial court system, where a

prosecution and a defence give evidence and pursue questioning of the other party to allow a jury or a magistrate to decide on the guilt of an offender (Orth, 2002; Fairclough & Jones, 2018). The nature of this system can lead to victims and witnesses feeling intimidated at being involved in proceedings. It is the role of the police to provide victims with access to dedicated support agencies to help them through the process (MOJ, 2015). In line with this, I had referred the victim to the South Wales Victim Focus, a support agency that provides victims advice and support as they move through the criminal justice system. Negative effects of the criminal justice system, such as the stress of the process or the long delay between the offence and the trial can limit engagement in the system and referrals to support agencies and direct support from the police are aimed at offsetting this justice gap (Orth, 2002).

In this case, the victim had not removed their support for these reasons. Instead, the victim no longer wished to proceed with a criminal complaint because the offender was only 11 years old. The victim had decided that they wished to proceed with an RJ method of disposal in order to prevent criminalising the offender. Dignam (2012) suggests that this is often a key motivating factor when victims engage in the RJ process, as they wish for the offender to be rehabilitated and prevented from reoffending rather than dealt with punitively. In this scenario, I used the RJ method of disposal to get the offender to write a letter of apology directed to the victim and his mother provided contact details to arrange with the victim to cover the cost of repairs to the damaged car. This was a solution that the victim found to be acceptable and ensured that they had a good experience of the criminal justice system in line with the police value of public service. Restorative justice is criticised by some as focussing overly on the rehabilitation of the offender at the expense of the victim obtaining a satisfactory outcome (Dignam, 2018). However, in this case the victim received compensation and a moral restitution through the apology letter from the offender. This was an appropriate use of RJ and provided an additional benefit of preventing youth offending. In future, I would ensure that the victim was more aware of the RJ disposal method prior to taking statements as this reduces workload and time wastage.

Overall, this incident highlights the importance in supporting witnesses, and most importantly, victims through the criminal justice system. The complexity and alien nature of the criminal justice system for members of the public who have no prior experience of it can be an intimidating and frightening. However, effective engagement of the public service value of policing ensures that victims and witnesses receive a positive and supportive experience of the criminal justice system. This scenario also highlights the importance of an impartial, objective approach to incidents. The language barriers experienced in this incident mean that it could have been possible to misunderstand the events that had occurred and therefore provide a poor quality service to the victim. Use of translation services and an open-minded gathering of evidence allowed for the appropriate outcome. In future, I would adopt a similar approach to other incidents of this nature, especially the restorative justice aspect which I felt was particularly effective in delivering a proportionate and satisfactory outcome for those involved. However, I would ensure that I sought to better understand the needs and desires of victims prior to engaging in time consuming work such as taking statements.

## Task 4

### Relevant areas of the National Policing Curriculum:

#### Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

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

**Critically assess** the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Evaluate** the role of discretion in the decision-making process.

**Determine** your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

**Illustrate** how policing values were engaged particularly through **an assessment** of the potential impact of bias on the decision-making process.

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

### ANSWER:

Police incidents frequently require important decisions to be made under pressure and in complex social and legislative scenarios. Due to the great variety and context-specific nature of police incidents, it would be impractical to expect police officers to follow pre-established and rigid systems of work to dictate how incidents are dealt with. Instead, officers are allowed substantial autonomy and discretion in how they manage incidents they deal with (Buvik, 2014). However, officers are provided with the National Decision Model (NDM) to use as a decision-making tool, enabling structured, rationalised and accountable decisions to be made (College of Policing, 2020). This essay critically assesses a policing incident I have attended during my tutorship phase, how the NDM was used and the role of officer discretion alongside policing values, as well as how initial investigations were carried out into the incident.

The incident I attended was initially reported to the South Wales Police control room via a 999 call from an anonymous source mid-afternoon on a weekday. The caller stated that they were concerned that a person they knew was in charge of their children and they believed them to be drunk at this time. They had also heard a heated verbal argument occurring outside the home address of the adult. They further stated that they had been advised by social services to contact police if they became aware that this person was drunk in charge of their children. The caller provided the address and names of the adult and children involved. This call was assessed by control room staff and passed out to officers as an immediate response call due to the potential threat arising from the argument and the risk posed to the children by the subject being drunk whilst looking after them.

I responded to the incident along with my tutor. Whilst travelling to the incident, I used police systems to conduct checks on the subject of the call and the address. I identified the person that we believed to be the subject of the call and found that they had an extensive history on police systems. The subject was identified as being both a subject of domestic violence from her partner and a domestic violence aggressor towards her partner and children. There were three children linked to the subject and the address, one of whom were over the age of 18 whilst the other two were aged between 12 and 15. One of the younger children was identified on police systems as suffering from severe autism. Both of the younger children were on the social services critical risk register.

On arrival at the address, I could see two unknown persons were knocking at the door. I could see they were wearing ID lanyards and COVID PPE consisting of face masks, aprons and gloves, I concluded they were likely there in an official capacity. There did not seem to be any signs of an immediate disturbance. I approached the address with my tutor, arriving at the door as these persons were allowed into the address by a middle-aged female who we later identified as the subject of the call. I asked one of them who they were, and they confirmed that they were social

service workers who had been dispatched to the address as they had also received information that the adult may have been drunk in charge of her children. The social workers were already familiar with the subject of the call and engaged her in conversation about what had happened that day. This was beneficial as they were able to develop a rapport quickly with the subject and gather information about what had happened whilst I listened.

As we spoke to the subject in the hallway of the address, I was able to see that she was clearly intoxicated. She exhibited slurred speech, a difficulty in maintaining conversation, was easily distracted and did not seem to take the situation seriously. She was also very volatile in her demeanour, conversing with officers and social services calmly one moment before quickly becoming very irate and aggressive. Due to her escalating behaviour, we directed her to go into her living room and sit down. The social service officer identified to us a significant quantity of open alcohol containers, including numerous empty wine bottles and dozens of empty cans in the kitchen. As we entered the living room to continue speaking to the subject, we could see more empty wine and spirit bottles and shot glasses still full with a clear liquid.

I engaged with the subject to ask her what had happened. She was initially reluctant to speak to police but then stated she had been drinking heavily overnight as it was her birthday. She strongly denied being drunk at present or unable to look after her children. She disclosed that her vulnerable child was upstairs in his bedroom, and her other, younger child had left the address to go to a friend's house. Social services and my tutor went upstairs to confirm that the vulnerable child present in the house was safe and well. There were no other adults present in the property and the subject stated her partner had left earlier that morning to go to work leaving her alone to look after the children.

It became apparent at this stage that the subject may have committed an offence under Section 1 of the Children and Young Persons' Act 1931. I came to this conclusion as the subject was over the

age of 16 and had responsibility a vulnerable child below that age. I suspected that she was intoxicated to point where she was neglecting and exposing both children, but in particular the vulnerable child, to harm by being unfit to provide care and ensure his safety and welfare. It was however difficult to ascertain if the offence had been committed. The vulnerable child was aged 15 and may therefore be reasonably expected to look after themselves in the circumstances. However, further engagement with social services confirmed that due to the acute autism and other social difficulties of this child, he would have been unable to care for himself in the event of an emergency in the house or other unexpected circumstance. He therefore was at risk of harm and had been put in this position by neglect from his mother, completing the offence. Social services also confirmed that this was an ongoing problem with a substantial antecedent history and the children were at serious risk of harm due to their mother's use of drugs and alcohol.

At this point, the subject's older child who was over the age of 18 returned home. He confirmed that he had argued with his mother over her drinking that morning and had been absent from the house. It was agreed that he would take the children to be cared for at their grandparent's address nearby, as he was unable to do this himself due to work commitments. This was agreed with social services who departed the scene when the children left. At this stage, I decided to place the subject under arrest on suspicion of child neglect and conveyed them to custody without incident where detention was authorised.

Throughout this incident, I had to use the National Decision Model several times to aid my decision-making. The key decision in this scenario was whether to arrest the subject and deal with them for the criminal offence. The NDM is a model which sets out a clear process of what needs to be considered when decisions are made and a structure to make the rationale behind decisions clear and accountable (College of Policing, 2020). Bishop (2015) also describes how the NDM is a tool to manage risk, as it allows risk to be fully understood and explored prior to a decision being made on what action to take. Risk clearly emerges in this scenario as the child was in danger of coming to

harm through neglect by his parent. The NDM comprises five parts with the police Code of Ethics being considered and informing the process at each stage (Bishop, 2015; College of Policing, 2020).

The first step of the NDM is to gather information and intelligence relating to the scenario (College of Policing, 2020). In this case, I engaged with social services to gain full history of the family and previous incidents. I also gathered intelligence from police systems regarding previous occurrences involving the subject and the children and risk markers for them. I also spoke to the involved persons to establish what had occurred and the circumstances of the incident. I then conducted an assessment of threat and risk in line with the NDM. This included both the immediate and apparent risk, as well as potential risk that could emerge in future (Bishop, 2015). I concluded that the vulnerable child was at an immediate risk of harm due to his mother's intoxication and his inability to care for himself, and there was potential future risk of the subject attempting to take the children back into her care whilst still unfit to do so. The NDM then directs officers to identify what powers are available to them and what policies they need to follow, to ensure actions are lawful (College of Policing, 2020). I identified that based on the information and intelligence, I had suitable grounds the risk gave me adequate necessity to arrest the subject for an offence of child neglect. I also identified that I may have had Police Protection Powers under S.46 of the Children's Act 1989 to remove the vulnerable child from the house and place him into emergency care if required.

From this, I identified that I could either arrest the subject, investigate the criminal offence, and safeguard the children or alternatively allow the subject to remain at home and safeguard the children, conducting the investigation at a later time. The final part of the NDM is to take action and review what happened, recording what I did and monitoring the outcome to ensure it was the correct decision (College of Policing, 2020). In this case, I chose the option of arresting the subject and investigating the criminal offence immediately. The children were also safeguarded by being conveyed to their grandparent's house who were in a position to provide appropriate care. This

option allowed the risk to the children to be mitigated more effectively as it prevented the subject from attempting to regain control of the children whilst intoxicated, and allowed for a more prompt and effective investigation to be undertaken.

This necessity for decision-making highlights the way discretion impacts on policing. Police officers have substantial independence in choosing what actions to take due to the diversity of situations and the fact that officers are personally responsible for their use of legal powers (Boivin & Cordeau, 2011; Buvik, 2014). Providing officers with discretion allows them to deal with offences as they deem necessary, and decide whether legal means or other alternative disposals are the best way to solve particular problems (Boivin & Cordeau, 2011). In this case, I had to decide whether to use my powers of arrest or not and whether to pursue an investigation into the offence of child neglect.

Buvik (2014) suggests that police use of discretion is determined by a number of variables in each scenario. Situational variables are the context of the scenario, such as the perceived seriousness of the offence. System variables are defined by the characteristics of the criminal justice system, such as the capacity for dealing with offences and community expectations in relation to offences. Finally, offender variables are personal attributes of the offender which may influence how they are dealt with, such as their age, race, socioeconomic status or their demeanour (Buvik, 2014). In this scenario, I used my discretion to determine that the offence was serious enough to warrant police action, and that an arrest was the most appropriate measure given safeguarding concerns. In terms of investigating the offence, it may have been possible to deal with the matter through measures such as a voluntary attendance at the police station for interview rather than arrest. Bittner (1976; in Buvik, 2014 p.26) notes that choosing not to make an arrest does not reflect a lack of action, but rather “a decision to act alternatively”.

However, police use of discretion raises the issue that decision-making may be subject to bias. As suggested by Boivin and Cordeau (2011) and Buvik (2014), the use of discretion may be impacted by an officer’s personal perception of the offender’s age, race, gender, socioeconomic status or

demeanour. In this particular scenario, the offender's status as a female and carer of children could have had an impact on the decision to use police powers. Male officers may tend to act more leniently to female offenders due to their perceived lack of threat and passivity in their offending (Novich & AL Kringen, 2018). However, this runs contrary to the police value of Impartiality as established by the College of Policing. This value states that officers should be unprejudiced, fair and objective in their actions. In this scenario, decisions made were based purely on the objective facts of the case, and was not influenced by the personal attributes of the subject.

In regards to the investigation into the offence, it was necessary to do this in a manner compliant with the Criminal Procedures and Investigations Act 1996 (CPIA). To be compliant with CPIA, we needed to exploit all reasonable avenues of investigation (College of Policing, 2020). After we had arrested the female, we returned to the scene to complete the 'Golden Hour' investigative actions. This involved taking a witness statement from the eldest child of the subject, gathering photographic evidence of the state of the address and conducting door-to-door enquiries in the local area. It is necessary to ensure that all information gathered is accurately recorded, as this is a key part of the CPIA and is necessary for disclosure during legal proceedings later (College of Policing, 2019). I recorded information regarding house-to-house enquiries in my pocket notebook, whilst the witness statement was recorded on a digital MG11 form.

Overall, I believe this incident was well handled despite its complex and challenging nature. It was difficult to establish whether the events fell under the legal definition of neglect, due to the particular circumstances in place. However, a proactive and robust safeguarding approach, using information and intelligence gathered about the history of the persons involved led to me making the decision to arrest for the offence. Throughout this incident, the NDM was key in providing a structure for making decisions, and providing a sound rationale and justification for these decisions to supervisors and relevant officers such as custody sergeants. This incident also required a thorough investigative approach and the CPIA was key in determining our responsibilities and process from an

investigatory perspective. Risk and vulnerability were also key elements of the incident and adequate safeguarding measures allowed for involved persons to be protected. In future, I would approach an incident like this in a very similar way, utilising the NDM to inform and improve my decision-making ability.

## Task 5

### Personal Development Plan (PDP)

As part of your reflective process, please use this table to aid you in identifying the next steps for development.

*This is equivalent to 500 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.*

| Area of Development                                       | How it will be achieved                                                                                                                                                                                       | Who can provide support                                                                                                                | Timeline                                                                                                                                                                 |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Managing and progressing investigations as an OIC         | I need to increase my experience in different types of investigations by taking on a wider variety of investigations in my workload                                                                           | Support can be provided by my team Sergeant as well as colleagues in the investigations Hub who specialise in this.                    | March to June 2021                                                                                                                                                       |
| Initial actions and investigations at the scene of an RTC | I need to increase my knowledge of key traffic legislation relating to standards of driving. Also increase my experience and awareness of initial actions at an RTC by attending more incidents of this type. | Support can be provided by Traffic officers that attend these incidents and work out of the same station.                              | March to August 2021 – further incidents will likely occur in the summer period due to easing of lockdown restrictions and increases in summer traffic (i.e. motorbikes) |
| Case file building for NGAP files                         | Assist other members of my response team with building their files as well as my own. This will increase familiarity and knowledge of this process.                                                           | Support can be provided by other members of my team who have greater experience and investigative Hub officers who specialise in this. | March to June 2021 – this will develop alongside my aim to develop my management of investigations as an OIC                                                             |



## Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

## Bibliography

- Bishop, A., 2015. Risk management in policing. In: P. Wankhade & D. Weir, eds. *Police Services*. Switzerland: Springer International Publishing, pp. 79-84.
- Boivin, R. & Cordeau, G., 2011. Measuring the impact of police discretion on official crime statistics: a research note. *Police Quarterly*, 14(2), pp. 186-203.
- Buvik, K., 2014. The whole in the doughnut: a study of police discretion in a nightlife setting. *Policing and Society*, 26(7), pp. 1-33.
- College of Policing, 2014. *Code of Ethics*, Coventry: College of Policing Ltd.
- College of Policing, 2019. *Investigation Process*. [Online]  
Available at: <https://www.app.college.police.uk/app-content/investigations/investigation-process/#golden-hour> [Accessed 26 January 2021].
- College of Policing, 2020. *Conflict management skills*. [Online]  
Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills> [Accessed 18 February 2021].
- College of Policing, 2020. *Investigation*. [Online]  
Available at: <https://www.app.college.police.uk/app-content/investigations/introduction/> [Accessed 26 January 2021].
- College of Policing, 2020. *National decision model*. [Online]  
Available at: <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/> [Accessed 26 January 2021].
- College of Policing, 2021. *Competency and Values*. [Online]  
Available at: <https://profdev.college.police.uk/competency-values/> [Accessed 8 March 2021].
- Davis, M. C., 2009. Building emotional resilience to promote health. *American Journal of Lifestyle Medicine*, 3(1), pp. 60-63.
- Dignam, J., 2018. The victim in Restorative Justice. In: S. Walklate, ed. *The handbook of victims and victimology*. London: Routledge, pp. 302-328.
- Ewert, A. & Chang, Y., 2018. Levels of nature and stress response. *Behavioural Science*, 8(49), pp. 1-13.
- Fairclough, S. & Jones, I., 2018. The victim in court. In: S. Walklate, ed. *The handbook of victims and victimology*. London: Routledge, pp. 228-257.
- Giacomantonio, C., Goodwin, S. & Carmichael, G., 2019. Learning to de-escalate: evaluating the behavioural impact of verbal judo training on police constables. *Police practice and research*, 21(4), pp. 401-417.
- Goleman, D., 2011. Emotional mastery: Seek to excel in four dimensions. *Leadership excellence*, Issue June, pp. 12-13.
- Home Office, 2012. *Definition of Policing by Consent*. [Online]  
Available at: <https://www.gov.uk/government/publications/policing-by-consent/definition-of-policing-by-consent> [Accessed 22 February 2021].
- Karpman, S. B., 1968. Fairy tales and script drama analysis. *Transactional analysis bulletin*, 7(26), pp. 39-43.
- King, A. R., Russel, T. D. & Veith, A. C., 2017. Friendship and Mental Health Functioning. In: M. Hojjat & A. Moyer, eds. *The Psychology of Friendship*. Oxford: Oxford University Press, pp. 249-266.
- LeDoux, J., 2003. The emotional brain, fear and the Amygdala. *Cellular and molecular neurobiology*, 23(4), pp. 727-738.
- MindTools, 2020. *Betari Box: Linking attitude and behaviour*. [Online]  
Available at: [https://www.mindtools.com/pages/article/newCS\\_82.htm](https://www.mindtools.com/pages/article/newCS_82.htm) [Accessed 20 February 2021].
- MOJ, 2013. *The witness charter: standards of care for witnesses in the Criminal Justice System*, London: Ministry of Justice.
- MOJ, 2015. *Codes of Practice for Victims of Crime in England and Wales*, London: Ministry of Justice.
- MOJ, 2018. *Making a Victim Personal Statement*, London: Ministry of Justice.

- NHS, 2020. *Resilience-based approach to wellbeing*. [Online]  
Available at: <https://people.nhs.uk/guides/health-and-wellbeing-conversations/steps/resilience-based-approaches-to-wellbeing/>  
[Accessed 13 December 2020].
- Nottinghamshire Police, 2021. *Police use of force: Legislation*. [Online]  
Available at:  
[https://www.nottinghamshire.police.uk/sites/default/files/documents/files/Police\\_Use\\_of\\_Force\\_1.pdf](https://www.nottinghamshire.police.uk/sites/default/files/documents/files/Police_Use_of_Force_1.pdf)  
[Accessed 22 February 2021].
- Novich, M. & AL Kringen, G. H., 2018. "They Can't Search Her": How Gender Imbalances in the Police Force Contribute to Perceptions of Procedural Unfairness. *Feminist Criminology*, 13(3), pp. 260-286.
- Orth, U., 2002. Secondary victimization of crime victims by criminal proceedings. *Social Justice Research*, 15(4), pp. 313-325.
- Paterson, C. & Pollock, E., 2011. *Policing and Criminology*. 1st ed. Exeter: Learning Matters Ltd.
- Rappert, B., 2007. Police use of force. In: T. Newburn & P. Neyroud, eds. *Dictionary of policing*. London: Willan.
- Shah, S., Rahman, I. & Khashu, A., 2007. *Overcoming language barriers: solutions for law enforcement*, New York: Vera Institute of Justice.
- Shin, S. Y. & Lee, S. G., 2016. Effects of hospital worker's friendships. *PLoS One*, 12(2), pp. 1-15.
- Sias, P. M., Pedersen, H., Gallagher, E. B. & Kopaneva, I., 2014. Workplace friendship in the electronically connected organisation. *Human Communication Research*, 38(3), pp. 253-279.
- Skolnick, J., 2005. A sketch of the policeman's working personality. In: T. Newburn, ed. *Policing Key Readings*. Abingdon-on-Thames: Willan Publishing UK, pp. 264-279.
- Terrill, W., 2003. Police use of force and suspect resistance: The micro process of the police-suspect encounter. *Police Quarterly*, 6(1), pp. 51-83.
- Terrill, W. & Mastrofski, S., 2002. Situational and officer-based determinants of police coercion. *Justice Quarterly*, 19(2), pp. 215-248.
- Van Dijk, J., 2001. Attitudes of victims and repeat victims toward the police: Results of the international crime victims survey. *Crime Prevention Studies*, Volume 12, pp. 27-52.
- Weng, P.-Y. & Chiang, Y.-C., 2014. Psychological restoration through indoor and outdoor leisure activities. *Journal of Leisure Research*, 46(2), pp. 203-217.

**CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin**

## Task 6

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

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

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

Signed: \_\_S. Mowbray \_\_\_\_\_ (Learner, Electronic signature or type name)

Date: \_\_12/03/2021 \_\_\_\_\_