

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

In this essay, I will review and evaluate my wellbeing (mind and body) and resilience during my first six months of Police training. By initially understanding the importance of wellbeing and resilience to a Police Officer, I will underpin this evaluation by reflecting on the strategies I personally have adopted. Using the Borton's reflective tool to structure the essay, I shall review 'what' – assessing personal wellbeing and resilience, 'so what' – reflecting on my coping strategies, and 'now what' - appraising these strategies and how I will develop them going forward.

Research has shown that mental wellbeing has no singular set meaning, it may be used to talk about how one feels, how one copes with daily life or what feels possible at any given moment (Mind Charity, 2020). Whereas physical wellbeing is simply defined as our ability to lead a healthy life. There is abundant scientific evidence that proves that people who exercise regularly have a lower risk of developing many long-term (chronic) conditions, in addition to boosting self-esteem, mood, sleep quality and energy, as well as reducing your risk of stress, clinical depression, dementia and Alzheimer's disease (National Health Service, 2021).

Resilience however is more easily defined as "our bounce-back ability in the face of difficulty or challenges. Resilience is the ability to adapt and grow following adversity" (National Health Service, 2021).

It is important that I fully understand the meaning and implications of the above definitions if I am to have a successful and lengthy career within the force. Evidence from a 2016 survey revealed that 69.4% of officers who were actively looking to leave the force wanted to do so because of the "impact of the job on health and wellbeing" (Police Federation, nd).

Before and during my six months of initial training I had pre-conceived concerns about three main areas, the first being the course as a whole and re-entering an academic environment for the first time in several years. The second concern I held was around maintaining the healthy lifestyle and routine I had come accustomed to and enjoyed with my partner – who works a 9-5, Monday to Friday job. Not knowing what the workload of the course would be, or how shift work would affect our lives was a complete unknown, and something I had little control over. The third and perhaps most worrying aspect I continually thought about was the number and severity of dangerous situations I may encounter as a Police Officer. I do view the notion that each day would be different to be positive and exciting, however the unknown of what call may come in at any given point did make me feel apprehensive.

I decided that in order to keep these concerns at bay it was important for me to maintain a routine and healthy lifestyle, make time for my loved ones and continue the hobbies I enjoyed doing in my own time – practices I know and ones which give me comfort and stability.

I prioritised my health and wellbeing by regularly attending the gym; I find that going to the gym has a fantastic effect on my mental health and how I feel within myself. Attending the gym early in the morning helped to maintain a structure in my life whilst setting me up for the day ahead. I liked to mix up my training with a variety of group classes and strength training, and found that maintaining the routine of attending the gym, going to work, and then having time to study and spend time with my family later in the day aided my wellbeing.

Whatever your age, there is strong scientific evidence to support that being physically active can help you lead a healthier and happier life (National Health Service, 2021).

I am very fortunate to own two Miniature Dachshunds and take great pleasure from walking them daily. During my six months of training I used this time when I came home to de-stress; I would allow myself to place any of the concerns I had from that day to the back of my mind, and each step would gradually alleviate any worries I had. Not only did this time aid my mental wellbeing it also had great physical benefits, as I was out exercising without even thinking of it as 'exercise'. Evidence has suggested that being around a dog may lower levels of cortisol, a stress hormone, with surveys indicating that dog owners felt walking their dogs daily to be relaxing and relieved stress, leading to positive psychological impacts on their wellbeing - Heaton, (2019).

These measures guarantee that I am upholding my physical and mental wellbeing, which ensures that I remain resilient to any situations or challenges that may lay ahead. Resilience is an important trait to have as a Police Officer, as Officers are exposed to traumatic situations regularly and it is of paramount importance that we do not let this affect our personal lives. We are required to work shifts that are anti-social and effect our body clocks, cause stress and can have a detrimental effect on our mental health and relationships. Ensuring that we prioritise our mental health and physical wellbeing is extremely important which in turn will aid our resilience.

As aforementioned, this essay was structured using the Borton's Reflective Tool, however, I do not believe this is a linear approach but more of a cyclical process whereby I can revisit and review my coping strategies to ensure I remain resilient and prioritise my mental and physical wellbeing. Moving forward I will be talking to my colleagues about their experiences and what coping strategies have used to help them in their careers. This will not only be of benefit to myself, but to my colleagues also, as we will be able to share our experiences.

In conclusion, I strongly believe that prioritising my mental wellbeing and physical health will aid my career as a Police Officer and help me to be the best officer that I can be. Research has shown time and again that police officer occupational stress is directly related to higher rates of heart disease, divorce, sick days taken, alcohol abuse, and major psychological illnesses such as acute stress disorder, post-traumatic stress disorder, depression, and anxiety disorder (House GOP, 2017) with 73% of managers stating they had not been given any training on how to support a colleague who was having difficulties with mental health and wellbeing (Police Federation, nd). It is therefore incumbent on myself to be the first point of defence for my personal wellbeing and resilience.

Word count - 1091

Task 2

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

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

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

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

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

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

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

ANSWER:

In this essay I will be discussing a policing incident that I attended which involved conflict between two neighbours. I will be describing the incident and the events that occurred following our arrival and I will also be reviewing the communication methods I used to deal with the incident. I will be explaining my thought process when considering use of force and which forms of action were most appropriate and proportionate, whilst reflecting on the core principles of the code of ethics. I will be using Gibbs reflective practice 1988 to format this essay which will assist me to review my actions during the incident and consider alternative actions I could utilise when dealing with similar incidents in the future.

South Wales Police received a 999 call from an address of a student residence stating that they had returned home from an evening at the pub when an unknown male has begun to bang on their front door very loudly whilst making threats to kick the door down. The female students who made the call were very frightened and requested an immediate response from Police.

My colleague and I attended the address and spoke with a male student who we met at the entrance, a boyfriend of one of the frightened females, he was clearly intoxicated but was able to provide myself with an explanation of what had occurred that evening. He was unable to

identify who the alleged male was, but he was certain that it was a male with a strong Welsh accent. Whilst talking to the student, a male appeared in the upstairs window of the house next door who loudly shouted toward us that it was him who had knocked on the student's door.

The male student, who was clearly drunk, became verbally aggressive toward the next-door neighbour – who then became verbally abusive in retaliation. It has been found that binge drinking increases the likelihood of both becoming aggressive or angry and also being on the receiving end of someone else's temper (Drinkaware, 2021); it was at this point my colleague and I have found ourselves to be in the middle of this verbal altercation and I immediately took steps to diffuse this situation. I understood the importance of assuming control at that point before the behaviour from both parties escalated. Alcohol can provoke different emotional responses for different people. For example, it can make some people sad and others angry (Buddy T, 2021) – and in this instance it was evidently the latter.

I asked the male student to re-enter his address immediately as I needed to speak with the neighbour, he resisted and continued to shout and use offensive language. At this stage I realised that I would need to change the tone of my voice to gain compliance from this male due to his arrogant, intoxicated manner. I repeated myself in a clear and firm tone of voice and warned him about his behaviour, noting that it was in his best interests to remove himself from the situation; he then calmed and complied with my request.

I approached the front door of the neighbour to ascertain his side of events. The neighbour willingly allowed us both into his address, and on entering I requested his name and date of birth to ascertain who he was in order to conduct the relevant searches on our policing system. All searches returned showing the male to be of clean character. On questioning, the male stated that the students regularly return home at unsociable hours making lots of noise and this evening when he had heard them shouting and being rowdy, he had lost his patience and knocked on their door asking them to be quiet. The male was approximately in his late 30s and lived at the address with his young family. He explained that he was a full-time working father and the constant disturbance had left him finding it difficult to sleep, and the noise would often wake his child. I empathised with the male as I could understand how this disturbance would affect him and his family, however this did not justify his behaviour and the fear he had caused to the students residing next door. Due to the volatility of the incident, and there being clearly two sides to the story, I understood the importance of maintaining an unbiased opinion and using effective active listening skills to ascertain details of what had happened and gain the trust of both persons involved. Active listening involves more than just hearing someone speak. When you practice active listening, you are fully concentrating on what is being said. You listen with all of your senses and give your full attention to the person speaking (Arlin Culin, 2020).

I maintained a calm and professional manner when speaking with the accused male, and I made him aware that I did not condone his behaviour towards the students. As I did this however, I was mindful enough to consider the Betari's Box theory. The Betari's Box theory is a mental model that shows how your attitudes affect the way other people respond to you, and therefore, if you change your attitudes towards others, you can cause them to change their behaviour towards you (Chris Farmer, 2021).

I was aware that my behaviour when speaking with him would have an impact on how cooperative he would be with myself and any requests I asked of him. I explained to the male

how his behaviour had upset and frightened the female students next door, and that the escalation of the event to a situation that required police intervention was simply unacceptable. The male stated that he did not mean to frighten any of the students, he had acted impulsively and was frustrated. Again, I sympathised with the male and explained that I did understand his point of view with regards to the noise and disruption they have caused, and assured him that I would speak with the students to certify that this did not continue to happen. He appreciated my understanding and agreed that this would indeed be very helpful.

I explained that due the context of the call, as Police Officers it was our duty to act and prevent any further altercations that evening. I explained that his behaviour had amounted to a Breach of the Peace, and that I had concerns that if we were to leave the address following our conversation, a Breach of the Peace may occur again. In order to avoid this, I communicated to him that we would require him to stay at an alternative address for the evening to allow all persons involved to calm down following the incident. The male stated that he did not have anywhere else to go and did not want to leave his young family at home alone. I appreciated the male's concerns and asked if he would agree to leave the house for an hour or so to allow himself some time to calm down and following that he could then return to the address. I ensured the male understood that if we were to receive an additional call stating that he had returned to the address and caused another altercation he would subsequently be arrested and taken to custody for the evening. The male understood the reason for my decision and agreed to leave the property.

If the male had refused to leave the address that evening, I would have had no other choice than to arrest him. However, due to his compliance this was not necessary, and I was able to resolve the incident without using any force. I believe that my chosen course of action was justified and proportionate considering the incident I was faced with.

Before leaving the property, I spoke with the students and relayed the information that their next-door neighbour had provided. I highlighted his complaint of the excessive noise coming from their property on a regular basis and told them to be more considerate in future as there was also a young child residing next door. They understood my request and stated that they were sorry that their behaviour had disturbed the male and his family. I explained that the male would be leaving the address for a short while to cool off but that he would be returning to the property later that evening and that he had been warned that there would be no further verbal altercations. I also warned the male residing in the student's house regarding his behaviour and that if he were to conduct himself in that manner again, we would consider removing him from the property. He agreed that his behaviour had been inappropriate and apologised for his use of language.

On reflection, if I were to attend an incident like this again, I would re-consider my initial request of telling the male he needed to leave the address for the evening. I would risk assess the subject's behaviour in line with their background checks, and if they were calm and compliant as the male was, I would suggest they only leave the address for a short time to gather their thoughts rather than telling them immediately that they would need to leave for the night. In hindsight, my initial request could have exasperated the male's temper.

However, I believe that I have upheld the standards of the code of ethics whilst dealing with this incident as I remained courteous and respectful towards both parties' views regarding what had occurred that evening. I acted with fairness and impartiality and did not allow my personal views to influence my decisions. I ensured that when needed I used a calm and clear approach in order to assert my authority, allowing myself to gain control of a heated situation fuelled by alcohol, stress, and anger.

Word count – 1634

Task 3

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

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

Give a brief description of a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

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

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

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

ANSWER:

In this essay I will be discussing a policing incident that I attended which involved an Arabian male being assaulted by a group of juveniles. I will be explaining the cultural and language difficulties that I encountered whilst assisting with this incident and the measures I put in place to assist with these. I will be sharing what my responsibilities were as a Police Officer and the procedures I followed to ensure that all the key information relating to the incident was obtained and recorded. I will also be discussing how I supported the victim and his stepdaughter through the process and the support we were able to provide within South Wales Police. I will be using Gibbs reflective practice 1988 to format this essay to reflect on my actions during the incident and alternative actions I could consider when dealing with incidents in future.

South Wales Police received a 999 call from a female requesting police attendance to her home address stating that there had been 3-5 youths on her flat roof when she had returned home from work. On arrival at her address she has challenged the youths, and they have fled the area. Myself and my colleague have attended the address and spoken with the reporting person to obtain descriptions of the subjects and any other information she could provide. She stated that she believed they were trying to gain access to her property within a small window above the roof, she was unable to provide a clear description of the subjects however she did state there was one female present and the males were in black clothing.

My colleague and I have conducted an area search of the location which proved to be negative and I have contacted the female to reassure her that the youths were no longer in the area and we believed it to have been a suspicious incident. I have advised the female to contact myself on my mobile should the youths return, and we would make our way immediately to the address.

Approximately 30 minutes later, the female has rung my mobile in a frenzy stating that her stepfather had returned to the address from work and on his arrival, he had sighted the youths outside of their property looking into the windows. The male has challenged the youths asking what they were doing, and the youths have set upon him causing injury. My colleague and I have immediately made our way back to the address to obtain details of what had happened and speak with the male to ascertain his injuries. On arrival I have spoken with the female who has provided a brief explanation of the incident and introduced her stepfather who had been assaulted. The stepfather was an Arabian male who conversed in Farsi and only spoke broken English. It became apparent very quickly that the male had great difficulty explaining to myself what had happened due to the language barrier. I understood the importance of gaining an initial account at that time due to the golden hour principles and knowing that obtaining information and evidence at this early time was paramount to the investigation. The Golden Hour is a term for the period immediately following the commission of an offence when material is abundant and readily available to the police, Deane (2019). His stepdaughter spoke basic Farsi and was able to translate our questions to the male and provide an account of what had happened. I recorded the initial account on my electronic pocket notebook and took pictures of the male's injuries on my mobile device which would be used later in the investigation as evidence. This was the first time that I had attended a call where a person had been assaulted, I felt an overwhelming feeling of sympathy and empathy for the male, all he had done was try to protect his home and family.

The property was situated above their family run business and the assault had happened directly outside the premises. I enquired whether there was CCTV outside the premises, the victim confirmed that there was CCTV installed in the shop and proceeded to play the footage to officers. The footage clearly showed the youths and later showed the victim being pulled to the floor and assaulted by the persons present. I requested the CCTV to be burnt on to a USB stick to assist with the investigation and to be used to potentially identify the suspects. As per the guidance within Code D of PACE 1984, this can be the main methods used by the police to identify people in connection with the investigation of offences and the keeping of accurate and reliable criminal records (GOV.UK, 2013).

I then proceeded to conduct house to house enquiries which involved attending neighbouring premises to ascertain additional CCTV footage of the pathway the offenders would have needed to use in order to flee the scene. This proved to be extremely successful as I was able to sight the offenders on the footage of a local convenience store and take still photographs of the offenders to assist with identification. Gaining the CCTV footage was integral to our investigation and I believe that without this we would have had great difficulty in developing the case further.

Following this I returned to the station and uploaded the footage and photographs to our evidential website and linked these to the occurrence. My colleague and I studied the photographs and believed to have recognised one of the subjects. We believed they resided at a care home only a few metres away from the address of the incident. We attended the address and spoke with the supervisor of the care home, we explained what had occurred

that evening and asked if they were able to identify any of the subjects. The supervisor stated that he was able to clearly identify the female subject and provided her details. My colleague and I have sighted the female and asked her to account for her presence at the scene, she has given a full guilty admission of the offence and provided my colleague and I with the names of the other subject's present. The female was then arrested for Actual Bodily Harm (ABH) Section 47 Offences Against the Person Act 1861 and conveyed to custody. ABH is defined as; when a person intentionally or recklessly assaults another, thereby causing Actual Bodily Harm (CPS, 2020).

I find it difficult to understand why the young juveniles assaulted the male so maliciously, it was unprovoked and completely shocking. However, given statistics such as there being 58,943 proven offences committed by children in England and Wales in 2018/19, it is not uncommon. Furthermore, violence against the person was the most common crime with 17,501 offences - just under a third of all offences, Aru (2020). I understood how integral it was that I showed empathy and was emotionally aware of the situation and the impact it would have had on the victim's life. I also understood how important it was to be proactive with the investigation and to find the perpetrators to ensure that the victim received a just outcome.

Following the arrest of the juvenile, I returned to the victims address to obtain a statement and provide an update on the investigation thus far and informed him of the support we could offer within South Wales Police. Due to the language barrier I obtained the service of an interpreter through a service called "Language line", I was able to locate a Farsi interpreter who was able to translate everything I said to the victim. I informed the victim of the Witness Care process and what is entailed within this service, he would be contacted by a witness care officer and provided with support through the court process, they would be able to ensure any special measures he required were applied for and they would be able to answer any questions he had regarding the process. I also provided the victim with my contact number and the crime number of the incident and offered reassurance to him stating that I would keep him updated regarding the process of the investigation.

On reflection, I believe that my actions and decisions while dealing with this incident were proportionate and I prioritised the victim's feelings and needs throughout. However, when I attend an incident like this again in the future, I would consider additional tasks and perhaps alternative forms of action. Such as the collation of evidence, on reflection I could have seized the males clothing as evidence for forensic examination. I also reflect on the decision I made regarding arresting the female juvenile, due to her being under the age of 18, I possibly could have invited her to attend the Police station for a voluntary interview rather than conveying her to custody that evening. But at that time, I felt that my decision was proportionate and what needed to be done due to the nature and severity of the offence. By using Gibbs Reflective Tool 1988 to structure this essay, it has helped myself to evaluate my decision making throughout the incident and highlight areas which I could develop in the future. The investigation for this incident is currently ongoing and I will continue to gather evidence and provide support and updates to the victim.

Word count - 1556

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

In this essay, I will be discussing a policing incident that I attended which involved a 15-year-old girl creating and distributing an indecent video of herself. I will be sharing how I followed the national decision model throughout the incident and how I incorporated my discretion when dealing with the persons involved. I will also discuss how I adhered to the CPIA and the importance of this in any incident we attend as Police officers. I will be using Borton's reflective tool throughout this essay, which will review what happened during the incident, the actions I chose to take, the implications of my actions and if there were any alternative actions I could have considered.

My tutor and I received a request to attend an address of a 15-year-old female who had accidentally shared an indecent video of herself on a well-known social media platform. Her father, who was extremely concerned and disturbed by the incident, had submitted the report to our control room for assistance.

On receiving this complex call, I began to consider the National decision model and how I would use the model whilst dealing with this incident. The NDM is a decision-making model used throughout the police service. It is designed to assist operational officers, planners, advisers and commanders to manage their response to a situation in a reasonable, proportionate, lawful and ethical way (College of Policing, 2013).

The first step of the NDM is to gather information and intelligence. I contacted the young girl's father by telephone to ascertain details of exactly what had happened, where the video

had been shared and if the video had been further distributed following the initial share. The father explained that his daughter had recorded the video of herself, but he was not able to give exact details of what the video contained, as he did not want to view the footage. My approach and conveyance of this question was delicate as figures show that between the ages of 14 and 15 – the likelihood of a child sending an explicit image more than doubles. 4% of children aged 13 said they had sent explicit images of themselves, this rises to 7% aged 14 and at age 15 and over, this doubles to 1 in 6. (17%) (Internet matters, 2020). He explained that his daughter had accidentally shared the video to a group chat with her friends and these persons had then forwarded and shared the footage to additional group chats on the social media platform. The daughter was unable to delete the footage, as anything posted on this site was valid for 24 hours.

Following on from receiving this information from the father, I assessed the threat and risk of the video being distributed of the young girl and considered strategies of how I would be able to assist with this sensitive incident. I arranged to attend the address with my tutor to speak with the young girl and her father to understand the context of the video and identify any offences that had been committed.

On arrival at the address, I spoke with the young girl in private and viewed the footage to understand the context and severity of the video. The footage was of a sexual nature and an offence under Section 1 Protection Children Act 1978 had been committed. The offence relates to the possession of an indecent image and the distribution of such an image. As stated in Section 1(1)(a) Protection Children Act 1978 - This section requires that there must be a deliberate and intentional act, done with the knowledge that the image is, or is likely to be, an indecent photograph or pseudo-photograph of a child (CPS, 2018).

As a Police Officer I understand that it is extremely important that I do not allow any pre-conceived unconscious bias opinions that I may have effect the way I deal with incidents. Unconscious Bias is the tendency of us as humans to act in ways that are prompted by a range of assumptions and biases that we are not aware of (The University of Edinburgh, 2020). Everyone can think in a way that involves unconscious bias at some point, but it's important to be aware of it and not let it affect behaviour or decisions (Acas, nd). I did not condone or understand the female's actions, however I understood that having these opinions were not conducive to the situation and if I were to show or imply that I had these feelings, it would make the young girl feel even worse. The female was extremely embarrassed and upset and I understood how important it was for me to uphold a comforting and non-judgemental approach when speaking with her. Evidence has proven that if the speaker feels safe in their environment, they are more likely to speak openly and feel comfortable (Oakes, 2020). I reassured the female to offer comfort in relation to her actions. The female acknowledged that she had made a silly mistake and understood the consequences of her actions and that she had committed an offence. The female explained that the video had been sent to two of her friends in a shared group chat, they had then shared the video in numerous other group chats. The female was extremely concerned about who would see the video and the effect that this would have on her life going forward. I asked the female for the names of her friends that she had shared the video with and explained that they too had committed an offence by possessing and distributing the video of a child. As stated in Section 1(1)(b) of the Protection of Children Act 1978 - A person is to be regarded as distributing indecent photographs or pseudo-photographs if he parts with

possession of it to, or exposes or offers it for acquisition by, another person (s.1(2) of the PCA 1978) (CPS, 2018).

I reviewed the information that I had obtained and began to consider the powers and policies available to me and assessed which were most appropriate to deal with this incident. I considered a power of arrest under Section 24 of PACE 1984 for all persons involved however due to their age and the nature of the call; I felt that this might not be the most appropriate method. All persons involved had no previous history of committing any offences, and although their actions had been foolish, I believed it was important that I upheld my discretion in this incident and dealt with it in the most appropriate way possible. I discussed the incident with my tutor and sought advice from my Sergeant due to the complexity of the incident and the ages of the persons involved. We agreed that in this instance, a verbal warning would be issued to all persons involved, advice on what is appropriate, and what is not when sending messages online.

I obtained the names, addresses and contact details of the other persons involved in the incident and contacted the parents of these persons to inform them of what had happened. I also attended their addresses and spoke with them in person to explain the consequences of their actions and that they had committed offences. I ensured that the video was deleted from each of their devices, as it had been stored in their personal documents.

I believe that my decision-making and discretion was proportionate and fair when dealing with this incident. All persons involved understood the consequences of their actions and were extremely remorseful for their actions. I do believe that if there had been previous history of similar offences or if the circumstances had been different, I would have needed to explore alternative disposal methods, however I do believe this was the most appropriate method of dealing with the incident.

All information relating to this incident will be stored and retained on a secure internal policing database. As a Police Officer, it is my responsibility to ensure that I adhere to the Criminal Procedure and Investigations Act 1996. This code of practice is issued under Part II of the Criminal Procedure and Investigations Act 1996 ('the Act'). It sets out the manner in which police officers are to record, retain and reveal to the prosecutor material obtained in a criminal investigation and which may be relevant to the investigation, and related matters (Ministry of Justice, 2015). The information relating to this offence will be stored on each person's record and will inform officers if dealing with these persons in the future, of their previous offence history and the methods that were used to deal with the incident.

This essay was structured using the Borton's reflective tool 1970, by using this tool it has helped me to reflect on my actions and decisions whilst dealing with this incident. Attending this incident has been quite a revelation for myself personally, I was shocked to hear the details of the call and that such young girls are taking intimate footage of themselves. This incident was a complex and difficult call to manage, however I believe that my decisions were proportionate. If I were to attend a similar incident again and there was previous known history of a similar offence, or if the persons were above the age of 18, I would consider alternative disposal methods such as arrests. However, as noted previously, this was not necessary or appropriate in this case and I am satisfied with my decision making.

Word count - 1573

Task 5

Personal Development Plan (PDP) / Learning Plan.

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

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Confidence Experience builds confidence which contributes to being an effective police officer. (Loving, 2014)	• By attending incidents • Taking the lead role at incidents • Pushing myself out of my comfort zone • Being more vocal • Reviewing incidents that I have attended with my tutor to highlight the good and any room for improvement	• My tutor – I have a supportive tutor that explains procedures. By understanding what is required for an incident, will aid my confidence in dealing with a situation. • Colleagues – I work with a fantastic team of Officers who all have several years of experience and show me support. • My sergeant, he is able to direct me to the right outcome.	• Specific – Being confident is an important part of my role. I believe that building my confidence will aid my competency as a Police Officer. • Measurable – I will keep a log of the incidents I attend and will use this as a diary to remind myself of my actions, what I did well and what I could do differently in future. • Attainable – I believe that my confidence will increase by the end of my tutorship, I work in a very busy sector and I am exposed to a wide range of incidents. • Relevant – I believe that being confident is a key attribute of being a Police officer. When a person is confident, they hold a demeanour, which radiates confidence and competence. • Timely – I am hoping to have built my confidence by the

			end of my tutorship and understand that this will be a continual process throughout my career as a Police officer.
Traffic Offence Knowledge	• Revisiting my training notes and knowledge checks from training school • Completing relevant NCALT packages • Possible attachments within the RPU	• My tutor & Sergeant, both have a wealth of experience and knowledge • Colleagues • Specialist departments – Roads Policing Unit	• Specific – As a Police Officer we have an important and powerful role. It is crucial that I have a good understanding and firm knowledge base of the legislation we use. • Measurable – I will prioritise my time by reading the legislation relating to road traffic offences. • Attainable – I believe that this is attainable by the end of my tutorship in December 2021. • Relevant – Police officers must be knowledgeable and confident in their use of powers. • Timely – I hope to have improved my knowledge of traffic offences by the end of my tutorship in December, although I do believe this will be a continual process as we do not attend a great amount of traffic calls.
Case file documentation	• Continuing to build case files • Possible attachment to the HUB • Making my own guides that I can refer too	• My colleagues • Specialist departments – the HUB	• Specific – Case file building is an extremely important role and the quality of the documentation and evidence is vital for the success of an investigation. • Measurable – I will continue to create and assist colleagues

			with case file building which will help me to reach my goal. • Attainable – I believe this is attainable, by continually completing case files and understanding the purpose for each document, it will build my knowledge. • Relevant – Building case files is a key task undertaken by a Police Officer and learning this skill will be of paramount importance in my career going forward. • Timely – I believe that my development in this area is attainable within this time frame.
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Word count - 568

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.

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

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

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

Signed: *A. Randell*

Date: 27.11.2021