

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/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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

Bridges (1995, p.57) defines resilience in basic terms, as “the ability to bend and not break.” Resilience is a characteristic that enables a person to recuperate swiftly and efficiently from challenging experiences by being adaptable.

As said by Lazarus and Folkman (1984), stress is the relationship between the person and an environment that is considered to be taxing or exceeding ones mental or physical capacity, therefore inducing negative feelings, rendering on, and impacting their mental wellbeing.

As a Police constable, you can often find yourself under immense pressure. Many factors of the job role can effect an individual’s stress levels and ability to be resilient. It is important to manage stress levels in such a highly demanding role which entails facing uncertainties, heavy workloads, long working hours, traumatic events and dealing with difficult and potentially dangerous situations involving crime and death. The inability to be resilient and manage stress can have a negative impact on an officers job satisfaction, performance, physical and mental health and relations with the public. (Police Federation 2016) was a useful resource of information, whereby they have presented findings from a survey conducted around mental health and officer sickness. Results showed that sickness leave due to stress, anxiety and depression accounted for more than a quarter of officer absence.

Throughout this task I will be discussing and reflecting on coping strategies I applied to build resilience and overcome feelings of stress throughout my initial first six months of training as a police constable. Initial training consisted of intense learning, exams, practical assessments

and the anxieties of starting a new role, such as meeting new colleagues, stepping out of comfort zones and adapting to a very different working environment.

It was important that I managed my time effectively to keep stress levels to a minimum and be successful in my exams and assessments. To do so, I evaluated the importance and significance of certain activities and created a revision time table. This allowed me to have discipline and be more productive by focusing on one thing at a time, making tasks easier to manage and avoid the initial feelings of being overwhelmed. This in turn also ensured I was able to manage stress levels effectively as I was putting myself under less pressure. Furthermore, I ensured I had personal time whereby I focused my energy on positive non work related matters. I believe it is equally important to take the relevant time to relax and re-charge. Failing to do so can have a negative impact on a person's ability to be resilient and can even decrease performance and one's mental state. Seaward (2011) explains that instead of being aimless, proper time management can lead to feelings of empowerment and allow you the time to enjoy "the simple pleasures of life".

As a kinaesthetic and active student who learns best via doing and discussion I decided to network with similar peers and participate in group revision sessions out of working hours. The positive outcome of building a support network as a strategy for me was that it decreased feelings of stress and worry towards the exams. This was credit to the fact that the sessions were motivating and promoted a positive atmosphere. Bean (1996) states that a significant benefit of group learning is that learners will build relationships and use each other as a support network outside of the learning environment and continue engagement with each other at later dates. This method, did however on occasion lead to spending long periods of time in work, therefore it was imperative to balance my time effectively and ensure it was not an overly frequent occurrence. On reflection, having a trusted support network increased my resilience as in the policing environment your colleagues and team will be the ones who can offer the best support.

Another method I used in order to build resilience and minimise stress in training was physical exercise in the form of Yoga. Yoga is widely recognised as a holistic mind-body medicine and is considered impactful for the reduction of stress. There are several principles

to the Yoga practice, (Atkinson NL, Permuth-Levine R. (2005) states that "the fourth principle is that the quality and state of an individual's mind is crucial to healing". When a person encompasses a positive state of mind, they are able to heal at a faster rate. In contrast, if their mental state is negative, healing may take longer. This ties into the principle that a person is considered resilient if they are able to 'bounce-back' from stressful circumstances relatively quickly. By using Yoga as a healthy coping mechanism and outlet to re-charge my mind, it consistently alleviated my feelings of stress, allowing me to stay focused and resilient throughout training.

In conclusion, research shows that good time management, building support networks and practising Yoga are all effective in positively minimising stress and building resilience. Through reflection on my feelings towards stressful situations throughout training, I was able to take the required actions to overcome these hurdles and discover what solutions worked best for myself. I understand the importance of remaining resilient in my role as a police officer and because I did not experience many negatives of using these strategies, I aim to continue with them in future. I will consistently practice yoga a minimum of once a week and start to incorporate further physical exercise into my routine, such as running and weight training. I aim to build and maintain more support networks within the new station and team I will be based with when I move onto division. Furthermore, I will continue to make use of timetables and apps in order to manage my time effectively.

Word count - 946

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:

As a response police officer, there is potential to deal with conflict in any emergency call you attend. This can range from, but is not limited to passive and verbal disagreement or resistance, to physical conflict between those involved. Throughout this task I will be using Kolbs cycle of reflection (1984) to methodically analyse the ways in which I used communication skills and managed conflict during a public order incident.

The initial call stated that the reporting person felt fearful following a male, who they did not know banging on their door and shouting. On arrival, the male could be seen stumbling down the street near the address. Upon approaching and speaking to the male, it was clear he was intoxicated with alcohol and potentially under the influence of drugs. The man's behaviour repeatedly switched between settled and volatile and he became increasingly difficult to

manage, shouting and screaming profanities in the street and becoming physically resistant. The male's actions inevitably amounted to the offence of Public Order section 4, which defines a person is guilty if he – 'uses towards another person threatening, abusive or insulting words or behaviour, or distributes or displays to another person any writing, sign or other visible representation which is threatening, abusive or insulting' (Legislation.gov.uk). A lawful arrest was made under Section 24 of the Policing and Criminal Evidence act (1984). In this instance, there were no cultural, ethnical or language contexts to consider, however there was a communication barrier due to the male being heavily intoxicated. According to the Office of National Statistics (ONS) "In 2018/19, 39% of people in England and Wales said they witnessed any type of anti-social behaviour in their local area. 11% of this anti-social behaviour was alcohol-related. 12% of people said that there is a very or fairly big problem in their area with people being drunk or rowdy in public places" (Office of National Statistics, 2019).

At the time I felt it was necessary to adapt my body language and crouch near the male who was now sat on the floor when we approached, asking closed questions so he was able to understand and answer me better. This action was initially effective as the male did start to engage. Research shows that body language contributes to 55% of the information we transmit, Hartland and Tosh (2011) notes that by maintaining open body language we don't show ourselves as a threat, in turn making the other person more receptive to us. Although the male was engaging, he was not answering my specific questions about who he was and where he had been. On reflection, it may have been more beneficial if I used a more authoritative stance and tone of voice. Furthermore, if the male became aggressive at that point, my stance did not put me in a position to protect myself or colleagues from physical conflict. Moving forward, I will be sure to change my approach in order to deal with similar situations.

Further units arrived shortly after and the male's attention was drawn to this. He became aggressive towards officers and started to shout profanities. I believe the male's actions were due to feelings of distress and confusion as he kept shouting "I haven't done anything wrong." I believe he did not understand that his previous actions had caused anyone alarm or distress because he was so heavily intoxicated. The policing code of ethics states that an officer must

be 'Proud, positive and professional in their actions' (College of Policing, 2014). At this point I thought it was imperative to remain calm and continue to try and ascertain the male's name and address and find an amicable solution via negotiating. For example, the male took a particular disliking to one colleague, so I offered the male to simply speak to only myself. Following this the male settled again and I was able to establish his first name and address. I further negotiated, asking the male to leave the area with us in order to convey him to another location, despite this, he once again became aggressive and refused to leave. It appeared that anytime the male was told he had to leave, it exacerbated the situation. On reflection, I was able to establish that although negotiating skills can work relatively well, they do not work as effectively with persons who are intoxicated and susceptible to abrupt changes in behaviour. In future, I will consider taking different actions to manage conflict at a faster rate.

In order to continue engagement with the male I made use of tactical communications. This is known by police as the 5 step appeal and involves giving the person you are dealing with every opportunity to comply with your request. The levels are as follows: Simple appeal, reasoned appeal, personal appeal, final appeal, actions; reasonable force (College of Policing, 2020).

The male continued to refuse to leave the area and attempted to flee from officers and push them away when they helped him to his feet. Due to being heavily intoxicated and a risk to himself and others through his hostile and increasingly unpredictable behaviour, I deemed it necessary to arrest the male for a Public Order offence. Taking into consideration Betaris box and how the incident had panned out so far I was aware that the male's aggressive behaviour was likely to increase dramatically. Betaris box is a model that helps the user understand how our attitude and behaviours have a direct impact on the attitudes and behaviours of others. For example, if our behaviours reflect negativity, there is no doubt we would receive a negative response.

It is important to ensure all actions are justifiable, proportionate, legal, accountable, necessary and ethical (JPLANE). By being mindful of this legal basis, I was able to determine that the use of force and arrest I was making was lawful. Section 3 (1) of the Criminal Law Act 1967 states that 'any person may use such force as is reasonable in the circumstances in preventing a crime

or in effecting or assisting in the lawful arrest of offenders or suspected offenders or of persons unlawfully at large'. Furthermore, Section 24 PACE gives an officer the powers of arrest, but only if the officer has reasonable grounds for believing the arrest is necessary (Legislation.gov.uk).

When a person is arrested you are taking their liberty, therefore it is imperative to consider the Human Rights Act. It is outlined under Code G of PACE that a suspect must be provided with several pieces of information to ensure the arrest is lawful and you are not breaching human rights. The information you must provide is as follows: Arrest; informing the suspect they are under arrest and the grounds of the arrest, caution; you must provide the caution and ensure they understand, necessity; in this instance, to prevent the person committing an offence against public decency, time of the arrest.

With hindsight I believe that the use of force in order to detain the subject and ensure colleagues safety was necessary. The actions taken were in line with the code of ethics values and the equality, diversity and inclusion act. I believe the male was treated fairly and was given the same opportunities as anyone else in the same situation, whereby officers attempted on several occasions to remove him from the area without arrest. The fact that the male had previous convictions and suffered ill mental health did not promote discrimination or bias in my decision. In a future incident of the same nature, I would consider making the same decision.

Upon reflection of the incident from start to finish with my tutor and further analysis of communication methods used I believe that they were on a whole effective given the circumstances, however there is need to adapt chosen methods in the future and even incorporate other tactics. Following research, several of the communication tactics used are seen as effective and can be very beneficial in the right situations. We agreed that the decision to arrest the subject was the best course of action. The arrest proved to be lawful and in line with relevant codes of practice. Furthermore, when I made the decision to arrest, using Betaris

box I was able to anticipate the response of the suspect and prepare myself and colleagues for the inevitable and unavoidable further escalation of the incident.

Taking note of what I have learnt, in future I will approach a similar incident with the same mind set and adapt communication methods accordingly to manage conflict. If a subject is unwilling to work with police officers and leave the area amicably, an arrest may be unavoidable and necessary. If this is the case, I will make the same decision to make a lawful arrest.

Word count - 1461

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:

Throughout this task I will use the Borton Model of reflection to discuss and reflect on my responsibilities regarding Criminal Justice, Valuing difference and inclusion and how I played significant role in supporting a victim through a high level domestic related incident. Domestic abuse related crimes are becoming more prevalent and have consistently risen over previous years. Research conducted by the Office of National Statistics (ONS) concluded that Police recorded incidents in the year ending March 2021 rose to 845,734 (www.ons.gov.uk, 2011).

The initial call stated that the reported person had concerns as they could hear what they believed to be violent arguing coming from next door. On initial arrival, both parties and a young child were at the address, however, upon exiting the van, the suspect made off on foot. Upon further investigation it transpired that an assault had occurred, causing actual bodily harm (ABH). Section 47 of the offences against a person act 1861 defines ABH as 'A person is

guilty of an offence if he intentionally or recklessly uses unlawful force on another thereby occasioning him actual bodily harm'. Through further investigation, it was discovered the victim had endured a long history of domestic abuse and coercive control at the hand of the suspect. Section 76(4b) of the Serious Crime Act 2015 further expands on section 76 and is defined as an act that 'causes the victim serious alarm or distress which has a substantial adverse effect on their day to day activities '. (Legislation.gov.uk). A lawful arrest was made at a later date following voluntary attendance of the suspect Under section 24 of the Policing and criminal evidence act 1984. In this instance, there were no cultural or language contexts to consider, though I believe the actions of the suspect were not just of a criminal nature, but morally unethical and acceptable.

My first responsibility was to take positive action and safeguard the victim and child. In order to achieve this they were removed from the address and conveyed to a secure location in the care of family members, where they remain for a number of days or until the suspect had been arrested. I had several reasons for implementing this decision: to act in line with the Code of Ethics and South Wales Police (SWP) Safeguarding codes of practice, to protect the victim and ensure their safety as the suspect was likely to return to the address at any moment, to alleviate the anxieties the victim was experiencing following the incident, In order for the family members to provide emotional and protective support.

I believe my actions showed integrity and were correct and upon speaking to the victim the next day, the desired effects were achieved. In a similar situation I would carry out these actions again.

With the victims consent I completed an in depth Public Protection Notice (PPN), which included a Domestic Violence, stalking and harassment (DASH) questionnaire. A PPN is an electronic form that is completed by officers to highlight areas of concern for the individual. Furthermore, the DASH questionnaire is a method of establishing the level of risk to the victim. This information is then shared with the relevant local authorities and adult or child services in order for the victim to receive the relevant further support. Such agencies in this instance would be victim referral, social services and women's aid. Carrying out this practice resulted in

contact being made with the victim by these agencies and a Domestic Violence officer being allocated to the case, who would continue to support the victim throughout the Criminal Proceedings along with myself. An annual audit carried out by Women's aid shows that most women accessing the services have children and the average length of time persons suffered abuse was on average six years. Furthermore, "88% of a sub-sample of service users had experienced emotional abuse and 66.6% had experienced jealous or controlling behaviour" (Women's Aid 2022).

Furthermore, I offered to conduct a Victim Personal Statement (VPS) at a later date. This gives the victim a chance to express how the incidents effected them at the time and at a later date, for example in this instance the victim suffered anxieties for a number of weeks throughout proceedings and would no doubt take several years to overcome the trauma of historic abuse. On reflection, carrying out these responsibilities yielded positive results, whereby the victim received the relevant support from multiple agencies. Furthermore all actions were in line with the Victims Code of Practice, 'a statutory code that sets out the minimum level of service that victims should receive from the Criminal Justice Service.' (Code of practice for Victims of Crime in England and Wales). In particular, the procedures carried out ensured the victim's right to be referred to victim support services and have tailored services were met and I will continue to ensure these actions are repeated in future.

Following a high level of police contact and the arrest of the suspect, the victim disclosed to myself that they had become increasingly anxious and stressed. Furthermore, they expressed that they were considering withdrawing the complaint. Because of this, I requested via my supervisor that I and the Domestic Violence officer became the single point of contact for the victim, therefore limiting contact with several different officers. Although this is not the typical procedure, I believed it was the best course of action and showed fairness, respect and selflessness in line with the Code of Ethics and my own personal morals. I was inclined to go above and beyond for this individual and as a result the victim felt more at ease and their stress levels were decreased. They decided to continue the complaint and it was my responsibility to provide the required updates in-line with the victim's code. In hindsight, although I felt this

was the right decision on a person level, it did increase my workload significantly. Therefore in future, I would consider other options such as utilising PCSO's or a liaisons officer.

Due to the nature of the incident and the potential for the already distressed and nervous victim and witnesses to attend court, special measures were explained and offered. Special measures are conditions that police apply for Under the Youth Justice and Criminal Evidence Act 1999 on behalf of a vulnerable witness or victim in order to assist them in attending court and facilitating in the giving of evidence. Common examples of special measures can include: use of screens or curtains; to protect the victim or witness from seeing the defendant, providing evidence and statements via live video link, removal wigs and gowns, pre-recorded video of statements and private court (CPS, 2019).

Due to offering the possibility of special measures, the victim was willing to attend court as the conditions offered provided comfort. They were fearful of the defendant and did not feel they would be brave enough to face the defendant in court, therefore by minimising the possibility of this, the victim was able to attend court at a later date and confidently provide best evidence.

Following a tribunal, the victim was successful in her case against the defendant and has since praised police and partner agencies for their efforts. By ensuring I carried out my responsibilities thoroughly and taking actions in line with force policies and the victim code, I believe I provided the best support possible in order to assist the victim through the criminal justice system. Furthermore, I believe my actions were in line with police values and the code of ethics were I was diligent in the exercise of my duties and responsibilities.

Upon further reflection with my tutor, we agreed that my initial actions and swiftness of safeguarding the victim showed that I am able to make objective decisions in line with the code of ethics. Furthermore, we agreed that between the victim's bravery, my actions and the use of several procedures, the best outcome was achieved. From this incident I learnt that every individual is different and must be treated accordingly. For example, in this instance, the victim

required extra support from not just myself but partner agencies due to the historic abuse they had endured. It is clear that the positive outcome achieved is also owing to the use of victim referrals and special measures to assist the victim through the criminal justice system.

When I deal with a similar incident in the future, I will be sure to take the same course of action and adapt my approach where and when needed. I will continue to be proud, professional and positive in all my actions and remain impartial, again ensuring I am diligent in exercising my duties. As previously stated, domestic incidents are on the rise and it is crucial to ensure we are protecting, safeguarding and supporting victims accordingly.

Word count - 1469

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:

The use of discretion is an essential part of policing and as an officer I have the authority to decide and choose the best course of action in order to deal with incidents. Discretion in policing is considered the act of making a decision and taking the best course action based upon professional judgement while recognising and considering all alternative approaches.

Decision making in policing is often required in difficult circumstances and can be very complex. There are times where you will be dealing with people who are dishonest and deliberately attempt to deceive or mislead you. Furthermore, information from multiple resources can be contradictory and result in the decision making process not always achieving the best outcome. There are times where you are required to make on the spot decisions whilst under immense pressure when dealing with fast paced and potentially volatile incidents. The National Decision-Making model is frequently considered by officers

when making decisions and taking action in all incidents, whether it be a spontaneous or organised incident. The model provides a structured rationale to what decisions were, or will be carried out and why and is consistently re-visited throughout an incident (CoP, 2013).

The model consists of seven elements and is broken down into a memorable acronym as follows:

C – Code of ethics

I – Information and intelligence

A – Assess threat and develop working strategy

P – Police powers and policy

O – Opportunities and contingencies

A – Action

R – Review

Throughout this task I will be discussing and reflecting on my use of discretion and the National Decision-Making model throughout a policing incident where by criminal damage and an alleged assault had occurred. Throughout my reflection I will illustrate how policing values were engaged through the analysis of the potential impact of bias on the decision making process. Furthermore I will explain my responsibilities with regards to the CPIA when conducting further investigation into the incident.

Criminal damage is defined under Section 1 of the Criminal Damage Act 1971 as 'A person who without lawful excuse destroys or damages any property belonging to another intending to destroy or damage any such property or being reckless as to whether any such property would be destroyed or damaged shall be guilty of an offence' (Legislation.gov.uk). Clark (2022) stated in a survey report published by Statista that between that in March 2020 and April 2021 there were roughly 475.2 thousand offences of criminal damage and arson recorded by the Police in England and Wales.

The initial call stated that the reporting person heard multiple loud bangs from outside and upon looking through their window witnessed two males outside the shop across the road having what they described as a scuffle. As soon as I was attached to the call I instantly started spinning the NDM model. In order to obtain further information and intelligence I went over the air to the control room and requested further information, including names of persons involved, warning markers and any vehicles linked to the incident. I also used my mobile device to keep up to date with the call log that was continuously being updated by the control room operator. Taking this action aided me in moving towards the next stage of the NDM, assessing risk, threat and harm. It was highlighted that one of the individuals involved was known to be violent and one of the involved persons had fled the scene, however there were multiple other persons turning up at the scene while we were on route. By reflecting on the information received and conducting a risk assessment I was able to make the decision to call for further units to attend as it was only myself and one other officer making way to the incident. I believe this was the best course of action as it provided officers safety with numbers and allowed me to further think about a working strategy with regards to crowd management and victim contact.

At this point I was also able to think about police powers and policies. For example, my thoughts were about if we were going to arrest and what reasonable grounds we had to arrest. In this instance, due to the information received, I suspected the offence of Affray had taken place. I thought about what options officers had when we arrived at the scene and my initial thoughts were to simply manage the crowd and establish who was involved in order to take action. I believe that by obtaining all relevant information and having a loose plan in place was beneficial as it allowed myself and officers to have direction in dealing with the incident. However, I was mindful that incidents are not always as reported and circumstances can change dramatically very quickly.

On arrival I could see group of men stood outside the shop talking amicably and they appeared to observing one male in particular who was sat on the floor, pointing towards his car and holding his ribs. In this moment, it was apparent there were no immediate risks to officers or other members of the public, however the male who was injured needed to be

dealt with immediately. I believe that my decision to tend to the male first was important as it needed to be established quickly if the male was in need of urgent medical attention.

Again, I started to spin the NDM, gathering information from the male and those at the scene. The male stated that the person responsible for the criminal damage and assault had ran off, but the persons that turned up afterwards were involved with the subject. He pointed out one male in particular who he stated would have hurt him or damaged his car too if the subject hadn't ran away and officers arrived. The male was conveyed to hospital by assisting offers and I spoke with other persons at the scene to gather further information.

While carrying out these actions I was again continuously spinning the NDM, thinking about what actions I could legally take in order to investigate. Upon speaking to other persons at the scene, it was established that they were not present when the incident took place. However, one male was walking towards the incident before the subject ran away and officers arrived and claimed he was not involved. The group were not aggressive towards police or reluctant to speak with us and there were several other witnesses whose initial accounts corroborated with the males. As there was also no CCTV to disprove what the men were claiming, I deemed it necessary to use police discretion in this instance. I felt the best decision at the time was to record the details of everyone at the scene who was suspected to have links to the suspect and I further advised that if it transpired they were involved in any way we would ask them to attend the station on a voluntary basis. As defined by the college of policing, voluntary attendance is 'a voluntary interview is a method of dealing with suspects without arresting them. It provides convenience and flexibility for both suspects and interviewers' (Ministry of Justice, 2015).

Once the area was cleared, it then allowed me to focus on conducting further investigation by obtain and recording information and preserving evidence. The Criminal Procedure and Investigation Act 1996 outlines how officers are to record, retain and reveal to material obtained during a criminal investigation. As a police officer, we have a responsibility to ensure the evidence and information we gather is relevant, reviewed, stored and disposed of correctly and in line with CPIA and SWP policies. It is imperative that any information

obtained is managed, reviewed and graded correctly before being presented to the court against a suspect. Police officers are independent information gatherers who must not be bias in their decision making.

On reflection of the incident on a whole, I believe that my actions reflected policing values in the sense that I remained impartial and took accountability for my decisions, whereby I had a rational for all actions I took and showed integrity throughout. My use of the NDM allowed me to make swift and effective decisions fairly and avoid potential bias. For example, the area we attended has a high number of gang related violence and criminal damage, and most people would automatically assume the group outside the store were involved. However upon gathering further information and using discretion I was able to avoid this bias. It is important that our communities trust in us to act in their best interest and not target them negatively.

If I was to attend a similar incident in the future I would carry out similar actions methodically. Firstly, I would ensure safety of victims, officers and the public. I would then establish what had happened in order to make decisions about potential subjects or threats and then manage enquiries in slow time afterwards.

Word count - 1488

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
Essay writing skills	To achieve this I will continue to use the material provided by the university. I will take note of my feedback and aim to work on the key areas required. I will continue to meet with the university, utilise the tutor pod and request help and support where needed. I do believe this area of development will be achieved by simply practicing.	• University • Mentor • Tutor Pod	July 2022 – In preparation for year 2 / level 5
Interviewing/ casefile building	To achieve this I will familiarise myself with the PEACE plan interviewing model. I will discuss with my Sgt. my concerns regarding interviewing as I have not yet conducted one. I aim to take hand on packages where possible in order to gain	• Line manage • Mentor/colleagues • Hub team	Completion of interview - 04/04/22 – Date of Independent patrol status (IPS).

	the experience of building one and furthermore conduct more interviews.		
Time management – planning my role, university work and personal time effectively	I will further utilise the methods I used in training to manage my time effectively. I will use a timetable and organise tasks accordingly, having reasonable expectations of myself. In order for this to be effective I will plan in advance around my shifts and factor in one rest day a set to complete university work. I will utilise the ‘Shiftner’ app in order to do this. If I have cancelled protected learning days I will ensure I am able to have them at later date. This is so I am not spending increasing amounts of time on my rest days completing university work as it is important to have personal time to rest and recover.	• University • Line manager • Tutor pod	14/04/22 – By submission of workbook 2
Broaden organisational and policy/procedure knowledge	There are many opportunities ahead of me, whereby I will be placed onto attachments with other departments. Furthermore, I will continue to put my name forward to be involved in operations with other teams and sectors of the force when available.	• Colleagues • Other departments and sectors • Internal intranet • Learning and development – training courses	04/04/22 – Date of Independent patrol status (IPS). I will also continue to actively broaden my knowledge and experiences

	The force internal intranet is a great source and provides access to all of the force policies and procedures. I aim to familiarise myself with the relevant documents related to the crimes we frequently deal with. There are also hundreds of useful internal publications and learning materials available through the internal internet and our learning and development department.		through my career with SWP.
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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: _____ (Learner - Electronic signature or type name)

Date: _____