

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 1 (DHEP)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSO)

Learner name: _Lauren Williams _

Learner's University Registration Number:

____2029468_____

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students: https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

Stress was first described as “a nonspecific response of the body to any demand” by Hans Selye, who also suggested that stress is unavoidable on a basic level as our bodies are always in demand to keep us alive as a minimum (Fink, 2010). When discussing developing resilience to stress, this is essentially referring to the ability to respond to adverse situations in a healthy way that reduces the chance of developing long-term negative consequences. In theory, building resilience to stressful situations can also make us better equipped to deal with similar stressful situations on further occasions; the essence of resilience is really summed up with the classic mantra what doesn’t kill you, makes you stronger (Neenan, 2017).

Everyone has different reactions to stress and this can be explained by differing levels of resilience that each person has, and I could see examples of this clearly during my initial training as every person in the class had individual reactions in the build-up and during our exams. Building resilience does not mean that there is a lack of investment or that a person cares less because they are not as visibly stressed as another. It has actually been shown in studies that building a resilience to stress is important physiologically as we get older as well, as there is a positive correlation between resilience and “successful ageing” (Byun & Jung, 2016). As well as resilience having a general positive effect, the nature of a job as a first responder requires us to build a resilience because of the amount of stressful situations we are likely to be exposed to regularly (Miller, 2008).

Therefore the last six months of learning to cope with stress has been essential in preparing me for the next stages of this career as well.

It is important to note here that the COVID-19 pandemic has impacted on stress levels not just personally, but for a large amount of the population over the past year or so. Therefore, some of the methods which I may have previously used to cope with stress, mainly ones with a social aspect, have not been available to me during the last six months as they may have been at another time. In fact, studies have already shown that the COVID-19 pandemic is having negative impacts on resilience and is making a “burnout” more likely to occur due to stress (Yildirim and Solmaz, 2020), which I would say I myself have also felt the impact of during the last six months. If not only because it has limited my coping strategies, but also because it has limited the way in which I have been able to learn, namely more online than face-to-face, which can be more stressful due to lacking a social connection with other people (Clark, 1993).

Despite being limited socially, there are still several different strategies that I tried to utilise in coping with stress and developing resilience since being attested, which I believe I can categorise in two different ways. Firstly, there are methods I used to manage my workload and stress directly during working hours; these mostly being centred on time management and productivity. Secondly, I believe it is important to be able to “switch off” outside of work hours and relax, so there are strategies for building resilience that I have used in my own time in order to take my mind off of work entirely and avoid stress. It has also been important for me to work on managing my personal stress as well as my work load in order to avoid my personal life having a negative impact on my work performance, which happens in some cases (Peasley et al., 2020).

In terms of coping strategies directly to do with my work load, I found planning in advance to be really effective in reducing my stress levels, particularly with exams. I made schedules for revision so I would know exactly what topics I was going to cover on what day and what time. I

found that this made me feel more in control of my work load and made it seem much more manageable. Time management has been shown to have a positive correlation with exam stress (Mani, 2010) and during the last six months I have felt the least amount of stress when I felt I had planned my time most effectively. This also allowed me to give myself time to relax and switch off, rather than stressing over work and allowing that to affect my personal life too. I also organised my time when working or studying in to smaller, manageable time slots instead of trying to complete everything in one go. For example, I would work for thirty minutes, and then take a five or ten minute break, then work for another thirty and repeat. I found that regular breaks helped me stay focussed on what I was trying to achieve, instead of trying to plough through hours of work at a time and becoming stressed about it. Frankenhaeuser (1981) states that “the ability to exercise personal control over situational factors may be considered a key component in the quality-of-life concept”, which I believe is relevant to me because the role of police constable means there will be many situations which I will not have control over, which can be a stressful experience. However I have already found that having control over the other aspects that I am able to does make me feel less stressed overall and builds my resilience in this role.

Another way that I have found myself coping with stress is by working and studying with other people. Studies are conflicted on this with a lot of research suggesting that teamwork actually can increase stress in the workplace (Kalleberg et al., 2009), I personally found it comforting knowing that there were other people in the same situation as me. I also found that we could bounce ideas off of each other when it came to studying and organising our work load and seeing other people being organised often motivated me to organise my own time more effectively too. As well as getting feedback and opinions of others,

There are a few coping strategies which I have utilised outside of work in order to relieve stress, previously these would have been more likely to include social activities and interaction but

as previously mentioned this has not been much of an option over the past year. In order to try and manage my stress levels without this option, I tend to listen to calm, soothing music after work and after exams especially when I feel stressed because I find it helps me to relax and calm down. Studies have shown that listening to classical music can reduce negative emotional states compared to sitting in silence (Labbe et al, 2007) and I find this to be one of the most effective ways to manage my stress personally.

Another strategy I have found to be helpful at relieving stress outside of work is through exercise. I find running or going to the gym to be one of the best strategies and I personally found exercise to work best if I went for a run straight after finishing work whilst I still feel a higher stress level. During the more stressful times of the last six months of training, for example around exams, I would find myself going to the gym most days after work which I believe has massively helped with building resilience to stress, and I will happily continue to do this throughout the next stages of this job also. Similarly to this, I have found that a good diet paired with regular exercise has massively decreased my stress levels. Thorne and Espelage (2004) link exercise and healthy eating patterns with better psychological health, and I definitely think I have seen this theory reflected in my own health over the past six months. I also believe that this aspect could also relate to my earlier point about feeling less stressed when in control of things that are subjective, in this case meaning my exercise routine and healthier eating habits.

To conclude, I have utilised a variety of coping strategies over the past six months, both directly and indirectly related to work and I found that a good combination of work-related strategies and having that opportunity to relax and switch off in my own time has made me more resilience to stress overall. I also found it very helpful to self-reflect during the last six months in order to identify what coping strategies were working well and where there was room for improvement. I think this has been the most beneficial strategy of them all for me, because it has

allowed me to fine tune ways to cope with stress that work best for me, which really does fit the definition of building resilience. I would confidently say that I cope significantly better with stress now as opposed to six months ago when I was first attested, and I would attribute most of that to my ability to reflect and a healthy combination of strategies that help me combat stress effectively.

Word count: 1528

Task 2

Relevant areas of the National Policing Curriculum:

Communication Skills, Managing Conflict, Valuing Difference and Inclusion

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

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

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

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

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

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

ANSWER:

In this essay, in order to illustrate my use of communication skills and conflict management I will be discussing an incident relating to a domestic dispute between family members. The incident was originally reported as a woman ringing to say that her sister and son had turned up to her house and were trying to take her young child from her. The control room relayed to me that they had heard raised voices and arguing in the background, that the woman on the phone was very upset but also potentially sounded intoxicated. I was immediately concerned about the potential for violence and conflict upon arriving due to the shouting heard during the phone call. The

potential for at least one, if not all of the persons involved in the incident being under the influence of alcohol also raised further concerns about conflict and safety due to the likelihood that emotions would be heightened and could lead to difficulty in diffusing the situation, or even escalation of it.

The biggest concern from a safety point was the fact that it had been disclosed that a young child was at the address whilst this situation was going on. On route to the incident, I was not aware of where the child was in the area or if they were directly involved in the conflict or not. At this point I was already thinking about options for safeguarding and preparing myself by deciding which actions would be appropriate to take dependant on the severity of the conflict once I arrived.

Upon arriving at the address, I could immediately hear shouting from the street. I made sure that I had all the appointments that I may need before going towards the conflict as I was prepared to use force if necessary. When entering the house, the first thing I did was separate the two women who were still arguing. The officer that I was with at the time took the family members of the reporting person and went outside to speak to them separately. I began speaking to the woman who had made the initial call in order to determine what was going on, however the door between her and the others had been left open and she continued to try and scream at them.

At this point she slammed the door shut, cutting her and me off from the other officer and her family. I was very aware that she did appear intoxicated and in a highly emotional state, I looked around the room and saw drink stains from where glasses had been thrown prior to our arrival and noted that we were stood in a kitchen where there were plenty of objects that could be used against her if the woman decided to be violent. I was also aware that in situations of conflict such as this one, there is a higher chance of a person becoming violent if they are appearing to be highly emotional and especially if those emotions include anger (Betancourt & Blair, 1992), and although her anger was directed mostly towards her sister I was standing in the way of her and would be the next most likely target. Upon assessing these risks, I decided that it was safer to leave

the door open so that the other officer in attendance with me and I were able to react, knowing that the situation was very heated.

When I did this, the woman came over and began to try slamming the door closed again. It was at this point that I used the national decision making model (College of Policing, 2013) and decided to use force in order to push her away from the door and prioritise my safety. In order to use the national decision making model I considered all of the information that was available to me from both the 999 call and the situation in front of me and assessed that there was a significant risk of harm if I was left alone with the woman, as I believed she may become aggressive towards me. Therefore, I knew that under common law I am able to use reasonable force in order to protect myself and others from violence (Gooch and Williams 2007). I then identified the contingencies that could come from using force, such as the woman becoming violent as a reaction and prepared myself to call my colleague if that happened.

I then acted by pushing the woman away from the door, and whilst doing this I also used stern words with the woman to tell her to stop trying to close the door. However, she then reacted aggressively towards me and began directing her shouting and swearing at me rather than her family. I realised at this point that my using force and trying to be authoritative with the woman was going to continue to make her react aggressively towards me, as per the theory of Betari's box (Wall, 2019). Betari's box is a model of attitude which consists of four elements; my attitude, my behaviour and the attitude and behaviour of the person I am interacting with. The theory states that my attitude affects my behaviour, which in turn affects the attitude of the other person and affects their behaviour, and vice versa. Therefore, in this example my attitude was defensive and led me to use force and aggression towards the woman, which in turn caused her attitude to be defensive and use aggressive behaviour towards me. With this theory in mind, I decided to try and

change my attitude towards the person I was dealing with and be calm and sympathetic towards her in the hopes of de-escalating the situation.

I also noted here that my body language had previously been quite closed off as I had been stood with my arms crossed near the door, and I had been frowning whilst having the conversation. I realised that this may have a negative influence on the person I was speaking with (Richter, 2006) and made a conscious effort to change my body language to be more open by leaving my arms down and nodding, smiling and engaging more with the woman when she was speaking to me to show active listening.

This did work in calming her down quite a bit. I then asked again about what was going on and she began telling me a long history of issues between her and her sister regarding the care of her younger child. During this time, I also established that the child in question was upstairs sleeping. I checked on them and could see that there were no signs of abuse or neglect, and the same said for around the house. It was at this point that using the national decision model once again, I decided that I did not believe the child to be in any immediate danger.

I continued to allow this woman to tell me her history whilst the other officer gathered information from her sister and son outside, both of whom had turned up that night with concern for the welfare of her and her child. It became apparent to me from the mannerisms and things that she was saying to me that the woman was struggling with something beyond being drunk, such as a sort of mental health disorder. When I realised this, I used the national decision making model again to assess whether there were any medical-based interventions that were needed at the time. However, I came to the decision that there were no grounds to detain her under section 136 of the Mental Health Act 1983 at the time as she was in her own home and due to the time of night it was not practicable to get in touch with a doctor in order to remove her using section 135.

After having gathered enough information from the family and the woman herself, it appeared to me that the situation was not as it was reported. I believed that the woman who had rang the police initially believed that she was a victim in her situation however it did not seem to be the case. Looking at Karpman's drama triangle theory (1968) which outlines a model of social interaction during conflict. The theory splits the way that we interact with others during conflict into three categories: the persecutor, victim and rescuer. These categories can be switched between to suit the needs of the person. So, in the initial call and interaction, the woman presented in the victim category feeling powerless and looking for "rescue" from police.

However, as the situation escalated and more facts came to light it appeared that the woman fit more into the persecutor role due to her becoming aggressive and issuing threats, being angry and acting "superior" to the other parties. I believe that this switch may have occurred due to the woman realising that after calling the police we were not immediately siding with her and the situation was not heading in the direction that she wanted (Shmelev, 2015).

After this observation I was extremely aware that I needed to de-escalate the situation as it had the potential to become more violent. I tried to explain to the woman in a calm way that her family were trying to help her, but she continued to insist that her sister was trying to steal her child from her. I had hoped that by listening to her side of the story previously and using non-verbal communication cues that I had built enough of a rapport with her that she would be more willing to listen to me, however as soon as her child was mentioned she began becoming agitated and aggressive again.

I also attempted to use the five step appeal method (College of Policing, 2020) in order to get the woman to calm down and listen to officers, but this did not work, and she continued to make threats towards her family and officers and paced around the room indicating that she would

soon react physically. At this point I knew that we needed a plan of action going forward. I discussed with the other officer present and also consulted with a supervising officer to ensure that I was making the right decision because the nature of the call was so delicate.

My belief was that the child in the house was not in immediate danger and therefore did not require emergency intervention from other agencies such as social services. However, I also did not believe that I could leave her in the care of the mother alone in the state she was in. I played out the options in my head, believing that if I took the family away from the house that there was a good chance that the woman would go to their addresses as they were very close by and continue to argue and even escalate the violence. Because of this, I also did not believe that it would be practical to leave the woman and child in the care of her sister because she appeared to be the main trigger of the anger and argument. I also contacted other family members but deemed that it was not practicable for any of them to come and stay with the woman.

After a lot of consideration of all the facts, I came to the decision with my colleagues to arrest the woman for a breach of the peace at her address in order to allow her time to breathe and calm down. I hoped that this would allow her to respond rationally rather than emotionally to any next steps regarding the welfare of herself and her child. I also arranged for the child to remain at the address with the adult son to look after them. I did not believe that there would be any benefit to waking the child up and there was evidence in the house that they are usually well looked after. Instead of taking emergency action, I instead opted to complete a public protection notification report for the child in order to allow other agencies like social services to be aware of the incident and take whichever further actions they deemed necessary themselves.

Most of my rationale behind this was due to the fact that the child had slept through the incident and evidence in studies such as Auerback and Ringo Ho (2012) suggest that witnessing

conflict and upset within a family as a child can lead to negative consequences for them later on in life, such as higher rates of depression and stress.

In order to reflect on this incident fully I have used Gibb's model of reflection (1988) so that I can evaluate what went well and what actions I would consider changing if I were to experience a similar incident in the future. Firstly, I looked at the descriptive stage where reflect on what happened, where it happened and who was present at the time of the incident. Next is evaluating how I felt during the incident. In this case specifically I initially felt nervous and concerned due to the potential threat towards myself and my colleague, however as the incident progressed and I began to have a plan of action and became calmer and more confident in my ability to manage the situation and people. I also note that on reflecting on my emotional state during the situation I was also able to notice how I was able to make more rational decisions when I was in that calmer state.

In the evaluation and analysis stages of reflection I was able to identify that my initial attempt to manage the conflict by being authoritative and using force was less beneficial to me than when I later adopted a more empathetic strategy. This is something that I think is very beneficial for me to remember for the next time that I am in a situation where emotions are running high and aggressive. In conclusion during my reflection I believe that I did handle the situation well overall, despite there being a few small things that I now know I would do differently next time in regard to communicating more effectively, with both verbal and non-verbal methods of communication and conflict management. I believe that I treated all parties fairly and within the principles of ethics and human rights, even when using force as I fully justified my decision making.

Word Count: 2408

Task 3

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

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

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

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

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

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

ANSWER:

In this essay in order to illustrate valuing difference and inclusion I will be discussing an incident regarding an assault which involved victims whose first language was not English. I will be using Borton's Reflective Model (1970) in order to reflect upon what happened during this incident. The model breaks down in to three stages which can be summarised as "what?", "so what?" and "now what?" (Smith et al., 2016). In other words firstly talking about what happened, what I did and what was good or bad about it, then evaluating the importance of what I did and what I have learned in the process, and finally what could I do next time or what consequences might arise from what I have done. I will be structuring this essay in the format of the reflective model in order to allow myself to understand the effectiveness of my actions and facilitate self-improvement.

The circumstances of the incident were first relayed to me as a disturbance involving damage and an assault of a couple who owned a restaurant nearby. Upon hearing this I immediately considered whether there would be a need for ambulance or medical treatment dependant on the level of injuries. The incident was also reported by a third party witness whilst it was ongoing and the restaurant was very close by so my response was fast, therefore I was also prepared for the perpetrator to still be present and potentially violent towards myself when confronted. I also considered that there may be a language barrier with the victims first language not being English and that I may need to use language line to communicate effectively with them if necessary. Finally, I was aware that the area where the assault took place recently had several different events involving violence from individuals living locally and considered that this could be another related incident.

I arrived at the incident promptly where I saw a male making off from outside the restaurant. Using the national decision making model (College of Policing, 2013) I assessed the scene where I could see that the victims had injuries but were conscious and responding to other officers on the scene. I had very little information at the time other than knowledge of an assault and a description of a suspect, which this male did match. I realised that there was a risk in following after him, however there was another officer with me and two more with the victims so I knew that I would have support from my colleagues. I also considered the power that I had to arrest the male under Code G of the Police and Criminal Evidence Act 1984 if I caught up to him in order to gather evidence for the investigation and protect the victims from further harm. I considered all of this quite quickly as a dynamic risk assessment as the situation was still ongoing and I needed to make a quick decision.

After this consideration, I made the decision to chase after the suspect, however, was unsuccessful in catching up to him. I returned to the victims and saw that they each had injuries

which would need medical treatment, so I offered to convey them to hospital. Upon trying to engage with the victims and determine what had happened and what injuries they had, I quickly realised that there was a language barrier between us, however due to their injuries and wanting to get them seen by a medical professional urgently I decided that it was best to organise taking a full statement at a later time through an interpreter. I did manage to get a very brief first account from the couple that a male had been intoxicated and come in the restaurant and had assaulted them after they refused to give him free food.

After getting a general understanding of what had happened, I informed the victims that they would likely need medical treatment and that I could convey them to the hospital to receive this. They agreed and I took them to the hospital where I left them in the care of medical staff and took their contact details so that I could both update them on the case and organise a time for them to provide a full statement. I also took this opportunity to get completed medical consent forms from both victims ready to request their medical notes for evidential value further down the line. I sat with them going through the form for a while to ensure that they completely understood what they were consenting to as I was aware of the language barrier that was affecting their understanding.

Once I returned to the station I conducted an initial victims' needs assessment for the couple in order to ensure that I could offer them all of the support possible in line with the victims' code for policing (College of Policing, 2021) and referred them to victim support services so that they could have help from an agency outside of the police also. I also made sure to record all the information that was available to me at the time on the system as promptly as was practicable.

The next step I took from there was returning to the scene of the incident, which was being preserved so that scenes of crime could look for any forensic evidence there. Whilst at the scene I

noticed that there was CCTV outside the building next door to the restaurant where the incident happened that could have potentially caught footage of the suspects, however it was not clear who owned that CCTV. Therefore, I made enquiries with the people who worked in that building in order to find out who owned the building and the CCTV and was able to track them down in order for the footage to be downloaded. When this was downloaded and using automatic facial recognition software I was soon able to identify the suspect under Code D of the Police and Criminal Evidence Act 1984 (Home Office, 2017) which gives the police statutory powers in order to identify people. When the suspect was identified I recognised him from the clothing he was wearing when he made off from me at the time, and upon finding out his name realised that he was local to the area and known to the police from past interactions.

Once I knew who my suspect was and had all of the forensic and medical evidence, the only evidence that was outstanding before interviewing him was the statements from the victims themselves. I got in contact with them in order to organise doing this, and I was informed that the injuries that the male had sustained were a lot worse than they originally seemed and they were very shaken up by this fact and unsure about giving a statement in case of further attacks. I encouraged the victims to speak to the victim support workers who I had and also offered for them to attend the station when I was able to organise an interpreter to come along so that the process could be fully explained to them. I made it clear that this did not mean they were going to be pressured in to providing a statement but that I wanted them to be able to fully understand what was being asked of them before they decide, and they were more than happy to do this when I suggested it. I also wanted to avoid delaying the interviews with the victims as much as I could as I was also eager to get the statements taken, knowing that the longer between an event and the statement or interview means that there is more chance that the witness would remember details incorrectly or not remember things about the incident at all (Tuckey & Brewer, 2003).

A few days after this, the victims were able to attend at the police station with an interpreter where I explained to them the full process of making a statement, what would happen next including attending court and the special measures that could be put in place due to them initially feeling uncertain about assisting the prosecution. I sat with them for a while in order to answer all of their questions and reassure them going forward, and they eventually agreed to make statements. I separated the couple and took separate statements from each of them at a time as I did not want the account of one of them to influence the other, knowing that this could alter what either person remembered about the event (Gabbert, Memon and Allan, 2003). I also explained the process of a victim personal statement (Ministry of Justice, 2013) and how this might be beneficial for sentencing later down the line especially because the couple were so shaken up and scared following the assault that their business and family life had all been negatively affected, and they were happy to complete these as well. I was really happy with the outcome of the statements as I felt that I put a lot of effort in to making the victims comfortable and reassuring them, and they later said that they were happy that they had made a formal complaint about what happened.

The final part of this incident that I can discuss was the ways in which I dealt with the suspect. After identifying the male and recognising him from the local area I was also made aware that he was legally a minor and so I would need to put an appropriate adult in place when interviewing him. Initially I decided that since some time had passed since the incident that I did not have a necessity to arrest the male under Code G, so I instead got in contact with him and his guardians in order to organise him attending for a voluntary interview. At first he seemed like he would not be willing to comply with this, however once I explained that attending voluntarily meant that he would avoid being arrested and having to spend time in custody he changed his mind. I made sure to explain to him the process and everything that was needed on the day and then

explained it all again at the time of the interview when his solicitor and appropriate adult were both present, as in accordance with Code C of the Police and Criminal Evidence Act 1984 (Home Office, 2019). During interview the male admitted to what had happened and expressed that he regretted what he had done and would face the consequences of his actions.

Following the completion of the interview and knowing that I had gathered all evidence possible, I put together a case file in order to hand the case over to the Crown Prosecution Service (CPS) for the charging decisions. During the course of going from the victim interview to waiting for CPS action I made sure to keep the victims updated on what was happening with the case in order to keep their minds at ease.

When evaluating the actions I took I believe that the actions I took to support the victims in this case in line with the codes of practice, were extremely important in maintaining the victim's willingness to support the police in the progression of the case. I do believe that if I had not spent as much time reassuring the victims and offering them further support then it was very likely that they would not have made statements and the offender may have gotten away with assaulting them. This is vital when considering the wellbeing of the victims following the assault as plenty of studies that suggest that there are negative impacts of victims not being prioritised during their interactions with the justice system (Herman, 2003). I also think that it was important that the victims understood the process that they were about to go through as it can be overwhelming for those who are not familiar with it. I also think that it was important that I also treated the suspect in this case with policing values and codes of practice in mind, particularly in this case when taking into account that the suspect was young and needed to be given an appropriate adult and also made sure that he too understood the process and what was going to happen.

Going forward there is not much that I would do differently in a situation like this when dealing with victims needs as I believe that in order to utilities victim led policing this needs to be

the first priority in any incident. That said, when dealing with victims or witnesses where there is a language barrier such as in this case, I would in the future consider using easily-accessed solutions such as language line for more of the interactions instead of just to take the statements as there were times where it was difficult for myself and the victims to understand each other when trying to contact them in-between. Overall, I think that this incident made me appreciate the importance of taking the responsibilities that come with this role in regard to victims and witnesses seriously as at one point I did believe that the victims may not have supported the actions I was trying to take in progressing the case. However, once I resolved this issue I do believe that the outcome was best for all parties.

Word count: 2261

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

In this essay I will be discussing a policing incident where I had to use my decision making skills in the process of resolving the incident and aiding the investigation. In order to get the most out of my experience I will be reflecting on this using Gibbs Model of Reflection (1988) and going through the different sections including description, feeling, evaluation and conclusion around the actions and decisions that I made during this incident. I am using this model as I believe that it is more useful for the more common type of incident I am discussing due to it being cyclical and effective in examining scenarios that I am likely to experience more often in policing (Johns, 2017).

The incident that I attended was a shoplifter at a store. I arrived at the store and the security working there had detained a male who was accused of attempting to steal several items from the store and leave with them in a backpack, making no offer of payment. I noted that the

store is situated in a busy area where they receive a lot of customers and also a lot of attempts to shoplift as I had been to calls there on other occasions too. I took this into account and considered that this may be someone who has committed a similar offence previously, as shoplifting is a surprisingly common low-level offence (Murphy, 1986).

When I arrived the security guard escorted me to the back of the store where the male in question was being detained in the security office. I first asked to be shown the CCTV clip where I could see the male pick out several items from a shelf in the store and place them in his bag when no one else was looking. I was then shown another clip of the male walking past the tills moments later without paying for any of the items and attempting to leave the store. The security guard informed me that he had apprehended the male at the door and when he looked in his bag, those items were in there. I then went into the room where the male was, who I noticed looked quite young and visibly nervous and uncomfortable once I arrived. I saw the bag and the items. At this point I decided to also search the male under Section 1 of the Police and Criminal Evidence Act 1984 in order to check that he did not have any other stolen items on his person, such as in his pockets or under his jumper. Before searching I went through the stages of GOWISELY (College of Policing, 2016) to make sure that he understood the grounds and powers that I had to search him and ensuring that the search was accurately carried out and recorded as per Code A of the Police and Criminal Evidence Act 1984 (Home Office, 2015). I also used the national decision making model again in this instance to decide to use my powers of force to handcuff the male whilst I searched him, in order to protect myself in case he became suddenly non-compliant and also to prevent him from discarding or tampering with any evidence which may be on his person implementing him in any further attempts of theft. I believe that I did this in line with the standards of professional behaviour which are expected of me in my role.

I did not find any further stolen items on the male, so I then began to weigh up my options using the national decision making model (College of Policing, 2013). Firstly I needed to gather all of the information that I could before making the decision. At this point I was aware that the offence had taken place and that there was solid CCTV evidence implicating the person who had been caught. I asked the shop manager how much the stolen items were worth and found out that this was less than one hundred pounds worth, and he also informed me that he did not know the male or recognise him from any previous visits. I then turned my attention towards the male in order to get all of his details. At first, he refused to give me any personal details and was acting extremely nervous and jittery. I then informed him that if he gave me his details so that I could run some checks and nothing came back that I may be able to deal with him without arresting, however if he refused to identify himself he would definitely be coming back to the station with me. On hearing this, the male became much more compliant and gave me his details, and I was able to carry out a PNC check to see if he had any previous convictions, which he did not. I was also able to establish that the male was over the age of eighteen and verify all of the personal details he gave me with photo ID which he willingly provided.

After ensuring that I had all of the facts I did a risk assessment and decided that there was very little risk to myself, the staff or the suspect as he was being compliant with me and had been with security before my arrival. I then considered what other powers were available to me. I had already used the power to search the male, and I knew that I also had the power to arrest him for the offence of theft and use force if necessary to do so. However, I considered the alternative options that were available to me in this case. Due to the fact that the male was over eighteen, had no previous convictions or cautions and the value of the good that he attempted to steal was less than one hundred pounds, I realised that one of the options available to me was to give him a penalty notice for disorder instead of arresting (Ministry of Justice, 2014).

I felt that this was an appropriate situation in which to use my discretion in the process of decision making and decided that it would be more beneficial to issue a penalty notice for disorder than arrest the male. Before beginning the process however, I did deem it appropriate to speak to the manager of the store and explain what course of action I wanted to take. I also explained to them that this would mean they would not be able to apply for compensation as a victim, however they were in agreement that since the items were all recovered and in good enough condition to still be sold that this was not needed anyway. Therefore I went back and explained to the detained male what decision I had made and went through the process and what would happen next so that he fully understood what that meant for him. I warned him that this would be the only time that he could be issued a PND and if he carried on shoplifting that he would likely be arrested and face criminal proceedings on the next occasion, and he appeared to be grateful that he had not ended up in a worse situation.

After taking this action I then reviewed how I had handled the situation and the outcome and felt that I had made the best decision in that case, and the store workers were also happy with the outcome. I believe that there were a number of factors which came in to play during my decision making process. I think that there was a potential for me to be affected by implicit biases going into the situation, particularly because of the area that the store was located in and the fact that there was a lot of criminal activity taking place around it. I was aware of this and wanted to actively ensure that this did not encourage me to make a harsher decision on the suspect by assuming that he would have been involved in other criminal activity because he was from that area. I think that similarly there was an opportunity for stereotypes and racial profiling to have biased my assumptions and opinions of the male (Spencer et al. 2016) however I am glad that I was able to avoid being affected by any of these biases.

Another factor that may have been influencing my decision making, looking again at Gibbs' reflection model, is my feelings at the time. The incident took place near the end of a long shift and I was feeling tired, so it is possible that I was more open to the idea of a "quick fix" compared to the process of arresting, presenting and compiling a case file. However, some studies such as Hockey et al. (2010) suggest that increased fatigue actually can cause us to make decisions that are perceived to have higher risk levels, so it is uncertain whether my tiredness effected my decision at all.

Another consideration is my feelings towards the suspect and the victims respectively. In this case, the victim was represented by the store rather than an individual and there was no harm involved so I did not have as many feelings of sympathy towards them. However, the suspect was quite young, had never offended before and had committed a relatively minor offence, whilst also being apologetic and seeming very scared and nervous when he had been caught. Therefore I did feel more sympathy towards the male and I think this may have been a factor that contributed to me wanting to give him a less "serious" consequence such as arrest and criminal proceedings

Another good aspect to consider when evaluating this incident is the responsibilities that I have throughout in line with the codes of practice and provisions of the Criminal Procedure and Investigations Act 1996. This covers the responsibilities of the police when conducting investigations in relation to retaining information, managing offenders and disclosure. When looking at these provisions I am confident that I have managed all of my policing responsibilities effectively during this incident. Firstly I have pursued all reasonable lines of enquiry, in this case following this provision was fairly easy as there was one suspect, conclusive evidence and the suspect admitted to the offence without offering any contingencies or other explanations to be looked into. Therefore there was only one line of enquiry available and this was pursued quickly. Secondly, all of the information that I gathered during the investigation has been recorded on Niche and retained in case of any further use or relevance. I have also only retained information that was

relevant to the incident in case the accused requests to be tried or there is a need for criminal proceedings further down the line.

When analysing my actions during this entire incident, I think that I was able to use effective decision making skills whilst using an appropriate amount of my own discretion. I recognise that there is a potential in a lot of policing incidents for officers to use their discretion too liberally or even inappropriately (Kleinig, 1996), however I believe that my decision making was proportionate, legal, accountable and necessary as per the College of Policing guidelines (2013). I believe that it was important for me to make the right decision and not be swayed by biases in this case to allow me to adhere to all of the principles and responsibilities expected of me in my role.

I also believe that I have exhibited several of the standards of professional behaviour outlined in the College of Policing Code of Ethics (2014) including honesty and integrity, respect towards both the victim and the suspect I was dealing with. I think that I also carried out my duties effectively and managed the responsibilities given to me. I also think that I treated all persons involved with compassion and empathy, as well as trying to meet the needs of the victim without prejudicing my actions towards the perpetrator.

In conclusion, during this incident involved a shoplifter I believe that I used my discretion to an appropriate extent in order to aid my decision making. During the process of my decision making using the National Decision Model, I considered the powers that I was able to use and made sure that my actions adhered to both the policing code of ethics and provisions set by the Criminal Procedure and Investigations Act 1996. I have reflected on the decision process and the actions that I took using Gibbs' model in order to establish all of the factors that influenced my decisions and to identify any issues or ways that I would act differently again. In this case I would say that my decision making went well and that I carried out my duties effectively, however there are a few

things that I would work on going forward. The biggest issue I faced was not having enough confidence in my judgement and decision making skills, I think in the future it would be beneficial for me to refer to my colleagues when I am unsure of a decision in order to get a second opinion and build my own confidence. I also think that in the future I would prefer to not let my personal feelings affect my decisions or judgement. I was tired that day and I do think that this could potentially hinder my ability to think as clearly or quickly and in some cases may even lead to a more undesirable decision or outcome. That being said, I am also confident that a strength for me in this situation and going forward was not letting any other feeling such as stereotypes or implicit biases affect my decisions and I will continue to do this in future incidents.

Word Count: 2300

Task 5

Personal Development Plan (PDP)

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

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

Area of Development	How it will be achieved	Who can provide support	Timeline
Building case files and improving on paperwork skills.	Practising completing documents for files and comparing them to "gold standard" to identify room for improvement.	Others on my shift, the hub including my 4 week attachment.	Progressed by end of March in preparation for hub attachment.
Effective suspect interviewing skills and appropriate questions.	Prepare a general list of questions or topics that I want to discuss with the suspect prior to starting the interview so as not to feel overwhelmed trying to think of questions on the spot.	Ask those on my shift who are good at interviewing for tips, ask for advice when preparing for an interview, hub attachment will also give some guidance on interviewing.	Aim to see a noticeable improvement in the next 6 months as I don't currently tend to have a lot of opportunity to interview suspects.
Utilising technology and enhancing my efficiency	Make sure all devices are charged before attending calls so that I can use my ePNB for all incidents. Practice	Ask people who are better at using all the technology, enquire with OSU for any questions and look at	Feel more confident over the next 3-4 months but start

	using different functions that I am not familiar with in order to be more efficient in real situations.	training videos for SWP on college learn.	implementing on my next set of shifts.
Improve confidence in decision making and dynamic risk assessments	Reflect more often on incidents after I have attended and what went well/could have gone better. Assess how quickly I make decisions and push myself to take the lead in situations rather than keep allowing my colleagues to make all the decisions.	Supervisor, ask him for feedback following incidents and also ask the officers that I attend with if they would do anything differently.	Start ASAP and hope to see improvement in confidence in the next 6 months.

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

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

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

Signed: __ Lauren Williams_____ (Learner, Electronic signature or type name)

Date: __ 02/01/2022_____