

Task 1

Relevant areas of the National Policing Curriculum: Understanding the Police Officer Role.

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 evaluate the strategic role of the College of Police in professionalising policing in the U.K.

Evidence how you are working to fulfil the role of a modern professional police officer now that you are in your final year of probation.

Critically reflect upon how your final year of probation has seen your role as a police officer change.

Consider the strategic Policing requirement, Policing Vision 2025, the Workforce Transformation 2018 and the College of Policing's 5 Year Strategy.

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

ANSWER:

This essay will show a critical analyse into the understanding of a Police Officers role. Each area of reflection has been broken down into individual sections throughout this piece of writing. An evaluation will show the strategic role in which The College of Policing play in professionalising policing. Also documenting the sectors, they work with and the reviews that take place to ensure they're operating in the correct way. Following this, I will discuss my final year of probation and evidence how I am working towards a modern professional police officer. Providing supporting academic literature throughout to evidence and back up points of discussion. The last section will provide a critical reflection into my role as a police officer and how it has changed within my final year of probation. Areas of research are included around the Policing vision of 2025 also which document the strategic plan in place. Due to this being a reflection model, I will be utilising the Gibbs Reflective Model which was introduced in 2012. This model was introduced to provide a structured way of personal reflection and to document feelings of a circumstance (*Gibbs' Reflective Cycle, 2020*).

This section will critically evaluate the role of the College of policing in professionalising the policing in the U.K. The College of Policing was formed in 2012, acting as a professional body that works for the police within England and Wales. The College essentially work with law enforcements as well as utilising evidence-based

knowledge in all aspects of development. Thereby, aiding many providers such as the police, researcher's, academics, and the public. To set professional standards within policing to enhance consistency as well as services to the public across the United Kingdom (*College of policing, 2022a*). From my personal experience, I have utilised the college in many ways for further knowledge, guidance, and learning. Thereby, providing assistance through my policing career and others throughout police forces across England and Wales. One of the crucial roles that The College of Policing plays is supporting professional development to each force. Support is provided through areas such as the new entry route scheme for Police officers, detective constables, special constables, and police community support officers. Areas for career development principles have been published to assist officers for future career pathways. Transforming our college was also introduced in 2018 which assists policing in reducing crime, keeping the public safe and making a difference. This programme provides development in organisational capabilities, policies, and priorities to the role in professionalising policing throughout England and Wales (*College of policing, 2021, p,43-45*). The College of Policing will also provide support towards the policing vision for 2025. They will work with other agencies such as the National Crime Agency, police and many partners across the public sector. The understanding around 'what work's' within policing will be assessed by The College of Policing, providing analyse of demand and the developing of technology (*NPCC, n.d. p,10*).

Another critical analysis of information I have identified about the strategic role the College of Policing use in ensuring professionalism is reviews. The College of Policing conduct regular reviews of The Code of Ethics (2014) to ensure it is providing the correct support within policing. These reviews enable The College of Policing to ensure the police are operating in the correct way, by providing high expectations towards professionalising policing in the United Kingdom. Critical analysis is conducted upon these reviews whereby they investigate decision making and behaviours of police action (*College of Policing, 2021, p,71*). By conducting these reviews, it enables alterations to be made if required to improve areas of development which are no longer working. Therefore, this ensures that the police continue to standardise their professionalism to the public which endorses a good relationship between the police and the public. To enable to maintain public safety and ensure that policing within the community is effective we must rely on the relationships built between the public and police force. Being provided with information from our communities which contributes to helping us devise solutions regarding crime and problems is developed through the cooperation from community members and having those strong relationships (*Justice.gov, n.d.*). There are also other agencies that work with The College of Policing and each agency has different influences and areas of focus. A fundamental review was conducted in 2021 into the College of Policing to establish professionalism across policing. The key aims were to assess the main role of the college and ensure police staff from all sectors were valued. Three areas were identified through this review, one to be bring consistency to the public and police. Secondly, improving skills in leadership and lastly enhancing professionalism by providing the best support in continual professional development. Working with partners also to ensure the best feedback is supplied back in improving officers' professionalism with the United Kingdom (*College of Policing, 2020b*).

The next section will cover and evidence how I am working towards the role of a modern professional police officer. Throughout my probation I have dealt with many different incidents, victims, offenders, and services users. All in which have involved wide-ranging decision-making skills, risk management as well as critical reflection of myself. Police officers deal with a wide variety of challenging incidents which show the different demands for each individual response. Some of the incidents can involve fatal road traffic collisions, deaths, domestic and firearms incidents (*Bronwen and Smith, 2008*). Personally, I feel each incident I attend helps me work towards the role of a modern professional police officer. The incidents I have dealt with in the past two years have enabled me to reflect and take learning outcomes. Critical reflection is an important part of being a professional, being able to think rationally and resolve complex situations. Professional development is key throughout any career, and it promotes further understanding towards learning and development (*Christopher, 2015*). Thereby, enabling me to select the positives from those incidents to utilise in events for the future. However, each decision that has been made throughout my career has been justifiable, proportionate, legal, accountable, and necessary. To meet the high professional standards required as a police constable, the individual must show they can uphold the law and deal with a wide range of incidents. Ensuring legal powers are utilised when necessary and in accordance with The National Decision Model and Code of Ethics is crucial to becoming a professional police officer (*College of Policing, n.d.(c)*). The National Decision Model was introduced in 2012 by The College of Policing. It has six key elements which provide users an area for focus and consideration. The model begins with gathering information and intelligence, assessing threat and risk and develop a working strategy. The third element is to consider powers and policies, identify options and finally to act and review the incident (*College of Policing, 2013(b)*). By following this structured model, I will always have a process to follow, thereby ensuring all my decisions are made ethically.

A key responsibility in professional policing is ensuring the law is followed, decisions are made ethically, and the code of ethics are abided by. All decisions within policing should be made ethically, which will provide trust and confidence between the public and the police. If ethical decisions are not made then the police can become undermined and therefore provide significant problems, such as victims not reporting crimes and vulnerable people not being identified (*Blackstone's, 2020*). Now being in my final year of my probation I have been in for a couple of years and new students are still coming through. These new students sometimes ask how the job role is and how I have managed to get to the stage I am at now. By passing on my personal experiences and guidance, it provides the new constables with understanding and knowledge to feel more self-assured that the support is in place. Therefore, providing others with direction to working towards the role of a modern professional police officer. Sharing knowledge within the workplace enables others to enhance their skills as well as overcome boundaries. Also, providing a critical step towards overall performance and the sharing of explicit knowledge with another. This enables individuals to consider alternatives options in a situation or problem and be able to apply this new knowledge to enhance their decision making and professionalism (*Oye, Salleh and Noorminshah, 2021*). Therefore, it is essential to continue to show professionalism throughout my career to ensure I am fulfilling my roll as a modern professional police officer. By helping not just members of the public but people within my workplace in becoming a competent police constable. Sir Robert Peel was known as the 'Father of

Modern Policing' and he introduced nine policing principles in 1829. The nine principles involved several policies such as to prevent crime, fulfil duties and maintain a relationship with the public, secure cooperation of the public. Proportionate and necessary force of law, preserve public favour, to recognise the need for strict adherence and police efficiency towards absence of crime and disorder (Sir Robert *Peel*, 1829). Following the policing principles will ensure that I am always performing to the correct standard and in an ethical way.

Now being in my final year of probation I can critically reflect on how my role as a police constable has changed. From this, I have noticed my confidence and ability to deal with difficult situations has enabled me to improve my decision making. Some of the difficult situations I have dealt with have varied from deaths such as hangings, fatal road traffic collisions and unexpected deaths. To add to this, serious assaults in domestic incidents as well as victims of hate crime and dealing with vulnerable people. Being able to have self-confidence within my police ability has been crucial over my final year of probation. As police officers we deal with a wide range of incidents daily that include making decisions on harm, risk and vulnerability. Furthermore, learning new attributes of communication skills by dealing with different people such as the vulnerable, victims and witnesses. By building confidence over the past three years, has enabled me to take control of incidents and reflect previous knowledge on future incidents (*College of Policing*, n.d.(d)). During each incident I deal with, I analyse and evaluate the positives and negatives of my experiences. Therefore, this enables me to learn from my mistakes and utilise the good points in future circumstances to continue my growth as a police constable. Confidence can improve your self-esteem, by acknowledging positive experiences it provides critical reflection of myself and therefore improve my work ethic (*Mind*, 2020). Improving my confidence throughout my career will provide better opportunities for my future. Therefore, allowing me to achieve personal objectives within my own individual development plan.

Another attribute that I have identified within my final year of probation is trust and responsibility. In March this year I completed my specialised taser training course which has always been an objective of mine. Prior to attending the course, you must have authorisation from your supervisor, also stating why they believe you're competent for the course. Coming into my final year now, I believe my colleagues and supervisor have gained trust in my ability as a police constable. Supervisors can provide confidence to their staff by showing traits of trust which provides them with greater responsibility and gaining of experience. Thereby building competence for the future, building relationships and confidence in the workplace (*Hauer et al.*, 2013). During this time, I felt more self-assured that I was heading in the right direction by having the support and trust from my supervisor. Since having completed my taser training course, I now have more responsibility which has provided a change in my role as a police constable. Responsibility being, in charge of serious incidents, directing colleagues as well as being able to make significant decisions when dealing with taser calls. Responsibility is defined as an individual's ability and willingness to take responsibility for directing their own behaviour in a social system. Individuals who can show a sense of responsibility can enhance their relationships with colleagues. Furthermore, provide effectiveness towards learning, developing and assist towards enhancing professional skills (*Lin and Tsai*, 2019, p,138). The police vision for 2025 have set out several targets in which they wish to achieve over the next three

years. Each target provides an explanation of how that aim will be met. By 2025 we will provide a workforce with the right skills and experience to achieve the requirements set. By fulfilling each individual's potential through professional development in courses to improve their skills (*NPCC, n.d. p,9*).

Now bringing this essay to a conclusion, I have firstly utilised a reflective model throughout each section to ensure the criteria for this task is met. We are also able to see the structure in place to support the College of Policing in professionalising policing in the UK. Furthermore, the different parts of evidence I have provided which demonstrate how I am fulfilling the role of a modern professional police officer. Such as ethical decision making, risk management and critical reflection. We can also see how I have provided information to others by acting as a role model to ensure professionalism throughout my career. Within my probation period I have dealt with many different witnesses, victims and vulnerable people. Which has provided me with experience throughout my probation period to evidence towards becoming a professional police officer. Considerations of the police vision for 2025 have also been elaborated on to support parts of evidence I have provided. Lastly, we can see a critical reflection of how my final year of my probation period has seen a change in my role as a police constable. Having more responsibility, confidence and trust has enabled me to progress towards my final probational year. Therefore, providing me with the confidence and professionalism to carry on my policing career.

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, social media, Communication Strategy

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 evaluate your experience of the use of social media as a means of informing and engaging with the community and promoting policy initiatives.

Consider the force policy on using social media for professional information and engagement purposes.

What social media platforms are used by policing?

What are the benefits and risks of using social media?

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

ANSWER:

Introduction

This essay will explore two policing incidents in which both involved different ways of how social media was utilised. The first incident I would like to explore involved a high-risk missing person in which I played a significant role in. A high-risk missing person is defined as “The risk of serious harm to the subject or the public is assessed as very likely” (*College of Policing, 2016*). Throughout this essay, I will critically evaluate my experiences of how I utilised social media within this incident as well as the benefits of its use. A report came through from a female concerned for her husband as he had not returned home from work. This male had previously been in the army for twenty years and from gathering further information from his wife, there were also other concerning factors towards his disappearance. Further information was established that this male has major health conditions such as COPD and mental health which he is regularly medicated for. By not taking this medication, it places this male at further risk. The mental health team informed me that when this male is to consume alcohol, he has increased thoughts of suicide and self-harm. As this essay is also a reflection, I will be applying The Gibbs Reflective Model (1998) throughout to provide answers in a structured framework. Graham Gibbs introduced this reflective model in (1998) and it enables users to reflect on experiences in which they have dealt with in an organised framework. Thereby, reflecting on things that went well or could have gone better, providing a true personal reflection on this incident. (*Gibbs’ Reflective Cycle, 2020*). How this incident involved the use of social media will be discussed further on throughout this essay. Communication skills and

strategies which were also used within this incident will be further elaborated to link with the national policing curriculum criteria.

During any missing person report, several considerations are taken into place to try and establish that person's location. Such as house to house, work enquires, friends, obtaining a recent image, known associates, reasons for being missing as well as searches of places of interest. Online activity on social media accounts is always a key consideration, this can easily provide a better understanding around location and the last time that person was active on social media (*Blackstone's, 2020b*). The missing persons phone location was checked on his partners phone through find my friends. The location came back to the Bristol area and therefore provided a further line of enquiry to establishing this male's location. Following this information, it was decided that permission would be asked for an image to be circulated of the male on social media. However, this permission must be authorised by the next of kin as they're the point of contact for the missing individual. Social media is utilised within policing to engage with communities about missing persons, preventing crime and upcoming events.

The information provided needs to be clear, concise, and applicable to all audiences due to the wide range of people using social media. By this information being provided, it enables communities to engage with the police and therefore assist or be alerted with this police information (*Fernandez, Dickinson and Alani, 2017*). Following this image being circulated on social media, a member of the public contacted the police. They stated that they had seen this missing person ten minutes ago. This was within the town centre, and they stated it was the exact same description as the male due to seeing the image of him on social media. Statistics suggest that a significant amount of people use social media, there are roughly around 3.96 billion users worldwide. This includes a variation of social media apps such as Twitter, Facebook and Instagram (*Barnhart, 2022*).

At this time, I felt confident knowing that the image of this missing person had been circulated on the internet and that he had potentially been spotted. Contact was then made with Avon and Somerset police to attend this location to try and locate this missing person. The male was located, and it was identified that he was a victim of a robbery. This was dealt with through appropriate safeguarding and ensuring he got home safe. If it wasn't for the image circulation on social media of this missing person, it could have taken a significant amount of time and resources to locate him. Engagement through policing on social media provides members of the public information which is evaluated and released. However, guidelines are in place in all forces across the United Kingdom to ensure it is utilised in a professional and positive way. Thereby, to ensure safety while using social media as well as the protection of confidential information (*Blackstone's, 2020c*). Looking back on this situation now, I can see the importance of social media when it comes to policing. There are always going to be positives and negatives in any utilised method. However, through this incident it has clearly shown the importance of social media as a means of engaging with the community. Members of the community regularly use social media to communicate with the police. It is no longer known as an 'add on' and within certain communities it is their preferred choice of contact to engage with their local police force (*Stephens and Bailey, 2019*).

There are several risks that can be encountered when using social media through policing. For example, information not being checked correctly, being published, and then leading to distrust between communities and the police. Sir Robert Peel the founder of modern policing stated, 'the police are the public and the public are the police'. Ensuring the police are accountable for their actions and ensuring honesty and integrity is at the forefront of policing. Otherwise, communities will lose trust in the police, therefore causing community tensions and loss of engagement from members of the public (*Police Federation, n.d.*). Members of the public could also provide false information or put inappropriate comments onto posts about individuals. Overall, I learnt a lot from this incident and the benefits that social media provided in locating this missing person.

Social media posts within policing can include images of persons within the police or community, that are then shared onto these online platforms with their consent. This can cause potential risks to police staff being targeted or even members of the community due to it being public to individuals across the globe. Sharing information online through social media can cause numerous risks to your personal safety. Hackers can target victims they believe are vulnerable or an easy target and therefore gain further information just through social media. For example, stalkers who choose their intended targets could see your current locations by viewing your social media platform and seeing images that have been posted (*Baldwin, 2018*). However, Gwent Police has a force policy in place for social media which is discussed later as well as documenting how they tackle these risks. From my experiences of social media since being a police constable, victims of social media crime have been targeted by them sharing images and providing too much information online. Therefore, leading them to be stalked, harassed or victims of more serious offences. This incident will enable me to utilise this same method when dealing with similar circumstances and also provide support to others within my team.

The next section will discuss the second incident in which social media played a vital role. This incident involved a lorry on fire, located on a major roundabout which was causing significant disruption to the public. The use of social media played a vital part in this situation as due to it occurring during rush hour traffic, we had to act quick to alert the public. Social media platforms such as Twitter, Facebook and Instagram are utilised to inform the public of road traffic collisions in the area. So, they're able to re plan their route and not cause congestion. Road traffic incidents can be published on social media providing crucial information to alert members of the public in real time. Other emergency situations such as floods or urgent safety issues that could cause harm to the public can also be published through social media such as Twitter and Facebook. Thereby, providing a quick response for the police to engage with the public to provide crucial information through online platforms (*Crump, 2011, p.4*).

There are risks when reporting road traffic accidents online as many traffic collisions have fatalities. By publishing this on social media it raises concerns for family and friends of someone they may know who has taken a similar route. Also, by publishing information on social media it enables any persons using it to openly comment on posts that are created. However, this can then offend, or distress families involved by users making

assumptions or provide further mislead information. Individuals are also able to discuss their views or opinions on an incident, and this can cause disagreements between others. The use of social media enables people to have online interactions through different platforms. Negative remarks can affect people's emotions as information is shared which can cause people to react in different ways. These remarks can have a significant psychological impact, contributing to users feeling worried and having low self-esteem from online posts (*Feroz, Swar and Lee, 2014, p,612*). People voluntarily use online platforms, however they undertake the risk of these negative remarks. These impact factors can cause individuals to refuse in using social media and therefore lead to reducing numbers for police and community engagement online.

Many online platforms are utilised within policing, such as Facebook, Instagram and Tik Tok. Twitter was first tested in 2008 by police forces across the United Kingdom. At the start it was a development in process, however overtime lessons were learnt, and a formal strategy was put in place. Now, Police forces use a range of different social media platforms such as Facebook, Twitter, Instagram, and YouTube. All in which have a huge public following and therefore can provide an additional way of sharing additional information within policing (*Bullock, 2017, p,251-p252*). By utilising a wide range of different online platforms, it enables the police to engage with many individual communities. Numerous people have their favourite online platforms of social media and therefore it is key for the police to engage through a variety of applications to inform and engage with different online users. Looking back on this situation now, I am glad that the social media desk was alerted promptly. To prevent, further disruption of traffic build up and provide information to the community so they can alter their journeys.

Gwent Police has a structured force policy on social media which consists of several rules. When posts are created on social media by the police, they're open to any members of the public to read or comment. The main rules involve users to not post or share pictures of an offensive or unlawful nature. Furthermore, to not share or post identifiable information and ensure all comments are suitable for all ages. One significant rule within the policy is that Gwent Police can remove any comments which are believed to be offensive or unlawful (*Gwent Police, n.d.*). This policy ensures users abide by rules and are aware by following this page that they're to abide by the force policy. The rules that are in place enable the police to monitor their social media accounts and therefore provide appropriate action when required. To safeguard other users and ensure ethical decisions are made to deliver a clear message to the community, thereby ensuring a strong connection between the community and the police.

Social media is also applied through policing to enhance positive community engagements such as, operations that take place or positive working with external agencies. This provides online users within the community information, which can show the positive work that has been produced by the Police. Also, provide information of upcoming events or operations to keep the public regularly updated. Due to this information being published online, it enables members of the community to engage by commenting on the posts that are created. Technology is advancing considerably, and social media is a part of most people's lives now. Information can be

easily distributed, providing quick connections between multiple organisations also. Good community operations within policing can be circulated to online platforms and provide interaction between the public and the police (*Akhgar, Bayerl and Leventakis, 2019, p,65*). From my previous experience of a speeding operation in which I assisted with. The statistics of the amount of people that were caught speeding in this operation were circulated online. Thereby, engaging with the community as well as providing information of results of the positive work that we're conducting. Communication for planned operations can provide trust and confidence between agencies as well as the community. Online platforms such as YouTube, Twitter and Facebook can provide monitoring and meetings providing different ways of communication techniques within online policing (*Blackstone's, 2020d*).

To conclude, this essay has utilised a reflective model and therefore provided a structured way of critical reflection. Two incidents have been discussed in detail which I have been directly involved with through the use of social media. Both policing incidents I played a significant role with a victim/service user or victim. Areas of how public interaction has been utilised through these incidents have been discussed and explored how they have informed and engaged with the community. The force policy in place for professional information and engagement purposes has been discussed in detail. Evaluating the key points within the policy and how they correspond to the two incidents I have discussed. Furthermore, the different online platforms that are utilised within policing have been explored. Upon reflection we can see that not only does social media play an important factor with providing the public with useful information within crimes and incidents in their area but also how there can be negatives to these online platforms. Freedom of speech on social media can be a positive and also negative in relation to the police, even when the intent it to provide useful information. However, both my incidents that I have discussed throughout this essay demonstrate how social media can be used effectively and in a professional way. From reflecting on my own experiences, it is clear to see that social media is a vital part of the future of policing and something that will be utilised within most incidents that we assist with. Being able to interact with the general public so fast enables us to obtain as well as deliver information quicker and in a way that is current with how our society works.

Task 3

Relevant areas of the National Policing Curriculum: Leadership and Teamworking

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 evaluate and evidence your flexibility in leadership style.

Critically analyse leadership strategies that you have developed to manage a range of different operational situations.

Consider leadership models commonly used in policing.

How were you able to apply a change in leadership style/strategy to reflect changing circumstances?

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

ANSWER:

This essay will explore a policing incident in which I played a significant role with a young male offender. This offender was residing in a child accommodation complex and believed to be brought up with ACES from a young age. ACES stands for 'Adverse childhood experiences', it is broken down into three categories and can affect children from a young age. The main factor is forms of neglect and abuse which can lead to many problems later in life such as depression, substance abuse and time out of work are just a few possible risks (Harvard University, n.d.). Initially, the offender was reported as missing and was not wanted for any crime or offence. The missing person return was completed and there were no other raising concerns from staff or police. A call was received approximately thirty minutes later to say this male is now smashing up his room. Further information was obtained that he had put the front door glass of the property through with a rock and was in possession of glass, threatening to stab persons inside. My colleague and I were dispatched back to the property and taser authority was provided due to the threats made and the offender being in possession of glass. Due to this being a reflective model I will be utilising THE GIBBS REFLECTIVE MODEL (1998). Graham Gibbs invented this model in (1998), enabling users of the model to utilise a structure format of reflection of experiences (Gibbs' Reflective Cycle, 2020). This incident is relevant as it applied significant teamworking and leadership skills throughout and this will be discussed in detail within this essay.

Upon attendance to this incident there was a change of information, which thereby provided more risk towards

my colleague and I, and the staff present. A change of information can occur at any time, ensuring you're prepared and have a working strategy in place is key as a police constable. Situational awareness is a skill in which officers can learn, which enables users to risk assess the information and take control of that situation (*College of Policing, 2020*). The staff member informed us that this offender had used the glass on a staff members forearm causing a superficial cut and had run off into an outbuilding. When evaluating this information, it shows that the offender is not afraid to use this glass as a weapon and has clear intentions to harm others. Therefore, showing a change in circumstances, due to this new information, key teamworking as well as leadership was essential to prevent any further harm to others. Teamwork is essential when dealing with any policing incident as it can provide clear communication, effective cooperation, and the management of conflict. Understanding how different team members work can also provide significant benefits as it enables you and others to adapt to their own style of teamwork (Blackstone's, 2020e). During this time, I was thinking my main priority was to secure the offender as well as prevent any further harm to others. The door was wide open to this outbuilding that the offender was believed to be in. Therefore, I decided that I would communicate at the door of this outbuilding first before entering to try and secure the offender at a safe distance. Interpersonal communication is just one form of communication that can be utilised in an incident. Ensuring the explanation of what is going to happen is key to provide clarity to others (Blackstone's, 2020f). When trying to communicate with the offender at the door using clear instruction, there was no answer or movement. Therefore, a change of strategy was required to try and secure this offender effectively, promptly, and safely.

When a strategy is not effective it is important to re-assess the situation and develop a new working approach. One significant leadership strategy that I have personally developed since joining as a police constable is planning and preparation. By utilising this strategy it enables me to develop several different planning operations which therefore provides me with the preparation and understanding required for each strategy. The National Decision Model was introduced in 2012 and should be applied in all policing incidents to ensure ethical decision making. The Code of Ethics is centralised within the model which then links to five other components. These components are information and intelligence, assessing risks and threats, developing a working strategy, consideration of powers and policies, identifying options and finally taking action and reviewing the incident (*College of Policing, 2013(a)*). A decision was made between my colleague and I that we would both go in with our tasers in a rear carry due to the threats made, possession of glass and unpredictability of the offenders' actions. Conducting a strategic search of a single room at a time so we were therefore able to cover each other if the circumstances changed. Therefore, we ensured we both have good communication while searching and alerted another of any changes or threats working together as a leadership pair. Bruce Tuckman introduced a theory in 1965 which is a theory of a team development model. This model consists of five different stages, forming, storming, norming, performing and adjourning. Within the norming stage, team members work together, providing a significant connection when developing methods and rules. Trust and understanding between each other becomes stronger, therefore providing positive outcomes in teamworking situations (*UKEssays, 2018*).

Searches were conducted throughout this building and there was one final room to search, the door was open to this room. My colleague could see through the gap of the door that the offender was hiding behind it. During this time, being mindful of my colleague's safety and mine by ensuring I had space, cover and an exit route. My colleague was now in control of this situation, thereby providing a change in circumstances and understanding that he was now the leader of this current situation. As a leader it is also important to recognise when a change of circumstances occurs adaption and flexibility may be required. By adapting to this response, it enables the strategy to work effectively rather than altering it and potentially causing significant problems (*Yukl, 2008 p.2*). Since becoming a police constable, I have acknowledged the development of understanding when to adapt from being the leader, to taking a step back due to a change of circumstances. This incident was a key change in circumstances and therefore I needed to identify that, due to this my colleague now took the leadership role. Furthermore, the understanding between me and my colleague is crucial to provide effective teamwork in changing circumstances. Listening to my colleague's instructions to the offender was significant to ensure I had a strong understanding of his actions, thereby enabling me to identify the next strategy. One key skill within policing is listening, it enables you to understand situations, people's feelings, and receive feedback. If you listen, you're able to identify your next action and prevent misunderstanding between others (*Blackstone's, 2020g*). My colleague then communicated with the offender, explained that we're both carrying taser and for him to listen to our instructions. The offender complied and was then placed in handcuffs to prevent further harm to others and prevent further damage.

Now the male was detained, I felt a sense of relief knowing that the risk to others and my colleague was now reduced due to the securing of the offender. It was crucial during this time that me and my colleague continued to work as a team as the offender was potentially still in possession of this glass. It's important to note that not all leaders have to be a rank of sergeant or above. Police constables can act as leaders, role models and provide effective team collaboration (*HMIC, 2016 p.7*). The offender was then searched; however, no glass was located on him. The male was then arrested and dealt with for the offences he had committed. Reflecting on this incident now, I feel my colleague and I worked well together as a team in what was a violent event. By incorporating leadership and understanding, the offender was detained and therefore harm was prevented to any other persons.

Another incident in which involved a variation of leadership strategies and change of circumstances was the involvement of a domestic violence victim. My colleague had only been out one month from initial training but wanted to take the lead in this incident. The victim believed she was going to be arrested, however the initial concern was for her safety. My colleague was trying to engage with the victim although she was not engaging or understanding as to why we were at her address. Therefore, due to the circumstances and the potential risks to this victim if she was not spoken to appropriately. A change in circumstances due to her non-engagement made me use my initiative to take the lead, to try and engage with the victim as it was essential to safeguard her. Leaders can act quickly and take appropriate action when required. They recognise when a situation is not going

in the right direction, therefore assisting their team when required. Having the confidence to act, when necessary, shows signs of leadership and strong initiative (*Taking the initiative as a leader, 2018*).

The victim would allow me access into the property but not my colleague. Therefore, I told my colleague to wait outside the property, update the control room and alert me if the offender turns up. By taking the lead of this situation, I was able to obtain all the details from the victim and provide the appropriate safeguarding.

Safeguarding individuals from further harm and risk is one of the key responsibilities as a police constable. This way the appropriate external agencies can also be aware and provide the relevant safeguarding required for that individual (*Ford, 2020, p,89*). However, I did not take control of this situation by building a relationship with the victim and asking my colleague to wait outside. Then this victim could have lost trust in the police, therefore causing her to be at further risk of violence and harm. This is another personal leadership strategy that I have developed overtime, knowing when to take over a situation is crucial to act on changing circumstances.

Developing leadership skills can provide benefits towards personal goals and outcomes. If leadership is not identified by an individual while dealing with an incident, it can cause significant problems and lead to distrust (*Schafer, 2009*). Following this incident, I consulted with my colleague about the reasons why I took leadership by debriefing the whole incident and reviewing the outcome.

The final incident I am going to talk about was involving a concern for a member of the public. The initial call reported was that there was a male sleeping on the steps in a park, not responding. However, this call came in at around six o'clock in the morning on a Sunday, my initial assumption was that a male was heavily intoxicated the night before and had fell asleep. While traveling to this call, I was trying to get more information from the call handler. However, the information was limited, and the initial reporting person did not want to check on the member of the public as they were concerned themselves. Assessing the risk prior to any incident is standard practice as a police constable by utilising The National Decision Model. The main considerations should be risk to life and safety of the public. Therefore, by gathering information and intelligence prior to any incident, it enables an officer to develop a working plan prior to attendance. However, if the initial information is to change, a new risk assessment can be developed (*College of Policing, 2017*). During this time, due to the reporting person being concerned themselves, it made me change my thinking around it just being a drunken male.

Upon attendance, speaking with the initial reporting person to try and establish anymore detail. The male of concern was lying on the steps within the park. However, his head was raised, and I noticed there was a belt tied around the fencing acting as a noose around his neck. At this time, I did not know how long this male had been there but acting quickly was crucial to try and save this male's life. This male was unconscious and not breathing. Therefore, I informed the control room of the circumstances, asked for more assistance, and conducted what's known as the Dr ABC mnemonic. DR ABC is a mnemonic used to assist people conducting first aid in remembering the procedure in the correct order. D stands for danger, R is for response, A is for airway, B is for breathing and C is for compressions (*John, 2014*). Due to this change of circumstances as well as being the

only officer off at this incident, I needed to provide a strong leadership style. The main priority was to perform CPR on this male, however I was instructing members of the public for further help. Being part of a police officer comes with being in the public eye a significant amount of the time. The public expect the police to help those in danger, prevent crime, investigate offences, and protect the vulnerable (*Muir, 2016*). It was crucial to take control of this situation as a leader, to protect life, prevent any potential evidence being lost and prevent community concerns.

While awaiting further assistance, I instructed one member of the public to look out for the ambulance to direct them to ensure time was not lost. Also, another member of the public asked if they could assist in CPR as they have previous first aid experience. Therefore, I took this opportunity to rotate the chest compressions between myself and the member of the public assisting. Instructing them and working as a team to ensure this male had the best chance of survival. Ambulance turned up several minutes later, unfortunately it was too late and this male was confirmed deceased. However, following this it was crucial to ensure the location scene was kept secure evidentially. Therefore, I created a scene with the police tape to secure all evidential opportunities and prevent any contamination or evidence being lost. Taking on the role as an individual leader in an ongoing changing incident. Even though this situation was traumatic, it helped me learn new leadership skills to utilise in future/similar situations. Also, by facing new challenges and working as an independent leader in dealing with a serious incident.

To conclude, this essay has provided three varied incidents in which involved skills of leadership in different changing circumstances. Each incident has been critically analysed to reflect the wide-ranging flexibility in my leadership style. The Gibbs Reflective Model has been applied to show my personal reflections through feelings, analysis and evaluation. The incidents chosen involved me playing a significant role with an offender/victim or service user showing a clear evaluation of each role. Teamworking and leadership skills have been shown throughout each individual incident as well as the new skills I have developed. Research has been included to reference academic areas of study to reflect and link in with the information I have provided throughout this essay. To summarise, I have learnt many key areas of reflection from these incidents which have provided me skills for the future in leadership and teamwork.

Task 4

Relevant areas of the National Policing Curriculum: Coaching, Mentoring, Assessment

Critically reflect upon your three-year probation:

How have you benefited from mentoring and coaching?
How has it helped you to meet personal, professional and organisational goals?
How has it aided you to learn, develop and perform in the workplace?

Consider relevant coaching and mentoring definitions along with current coaching and mentoring theories used in policing.

How do you provide and receive feedback?

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

ANSWER:

For this assignment I will be discussing in detail my experiences over the past three years with regards to my coaching and mentoring. Also, documenting the benefits of having a tutor within my initial year, supporting and coaching me to becoming a competent police constable. To be able to expand and critically reflect on my experience I will be using THE GIBBS REFLECTIVE MODEL (1998). This form of reflective writing enables me to discuss in detail my learning, positive and negative outcomes within my probation period as a police constable. Graham Gibbs developed this reflective model in 1988, this model allows users to reflect on experiences in which they deal with through a structured model. Thereby, being able to provide a conclusion and create an action plan for future development (*Gibb's Reflective Cycle, 2020*).

Through this body of work, I will be discussing in detail how I have been able to meet personal and professional organisational goals. By utilising development plans to provide a structured way of planning and therefore enable me to monitor these areas. As well as this, reflecting on my performance in the workplace where coaching and mentoring was present. "Coaching and mentoring are development approaches based on the use of one-to-one conversations to enhance an individual's skills, knowledge or work performance" (*CIPD, 2021 p.1*).

Each year will be broken down into sections to ensure each individual year is explored in detail as well as how the mentoring adapted across my three-year probation. Furthermore, I will explain how experiences throughout my probation have aided me to learn and develop during the mentoring period. Then, elaborating on the measures that were implemented such as personal development plans, reflections and the evidence matrix

platform. These areas will then give evidence on how I provided and obtained feedback to enable reflection and assist my learning as a police constable. Throughout this assignment relevant areas of research and theories will be applied to support my reflection and evidence the importance of coaching and mentoring.

Upon my three-year probation, there have been numerous mentoring and coaching skills that have been applied to assist me throughout my policing career. These skills have benefited me by improving my confidence, decision making and adaptation to learn new attributes. This would include, literacy development, being able to organise and managing my time and being able to expand my understanding on topics that have supported my workbooks and assignments. In addition, I knew going into my tutorship period that the expectations would be high, making decisions for myself and ensuring a strong initiative. Therefore, ensuring I was prepared each shift by coming in early, refreshing my knowledge on legislation as well as good communication with my tutor was key in progressing. Tutors explained that while mentoring their students that most expected competence and reflection to ensure self-thinking. "If you're not curious, you don't learn anything. They have to have the capacity for curiosity. There is learning in everything we do, in each and every task" (*Hoel and Dillern, 2021*).

Throughout my time in year one of my probation period, I was able to understand what was needed to develop towards professional goals which also benefitted me when I was working with the public. By having relevant mentoring and coaching from experienced police officers which enabled me to expand my knowledge on certain topics which then later helped me with my essay writing. For my development within my first year my mentors were able to select certain incidents that would broaden my experience. This would involve going to calls that I hadn't dealt with before, which also helped with my learning and workbooks throughout the year. "They wait for a particular type of incident to be reported (such as a shoplifting incident) and then accompany you to that incident. Your response (but not necessarily on the first occasion) will be important in terms of your subsequent assessment against the skill and behaviour requirements of the PCDA or DHEP" (*Blackstone's, 2020h*).

My mentoring during my initial year was key to ensure I understood the main foundations of becoming a competent police constable. During this time, I was very interested in attending various incidents to develop my knowledge and learning as much as possible. Although at times it was difficult when things didn't go to plan, I took this as a learning progression to develop me for future circumstances. Establishing where you currently are and where you want to be is key in growing as an individual. Develop future goals and always remember where you started and how you have progressed since this (*Lofgren, 2021*). Also, knowing my mentor was there if I was struggling was reassuring during my initial weeks. Discussing the incident prior to attendance with my mentor and then reflecting afterwards enabled me to locate areas of improvement.

Reflecting now, I feel at the time that my mentor helped to reduce anxiety when attending new incidents which also assisted in growing my confidence. Within policing they deal with challenging circumstances daily, mentors can assist in the reduction of anxiety to their students. Furthermore, studies show from Dr Thomas Roulet and Dr Michael Gill that mentoring reduces mental health and anxiety difficulties. Normalising experiences to a

mentor with reassurance that they have experienced similar feelings, enabled students to relate with their tutors (Gill, 2018). Following any incident I would have to document what went well, what didn't go so well and what I look to improve on following each incident. This assisted me by having objectives to work towards and by having this reflection period it enabled me to improve myself each week. Reflection is imperative and can be utilised regardless of experience or rank and it is key to understand areas of personal development. It enables a police constable to improve themselves as a professional and think on the actions they have applied (Blackstone's 2020i).

Now, reflecting on my first year and understanding the pressures I was under and circumstances I dealt with at the time. Notably being able to look back with a positive mindset, knowing I achieved a lot of learning outcomes that can help me for my future self within policing. Completing personal goals and setting new ones to go into my second year was stimulating to progress with the benefits I achieved with my mentors.

Throughout my year two probation period, it was about establishing the fundamentals of being an independent police constable. At the time I did feel very apprehensive, answering calls by myself and the expectancy of competence as well as trust from my colleagues and supervisor. Trust is significant in maintaining strong relationships and confidence with others (Interpersonal Wellness, 2009). Taking in all I had learnt from my first year, powers and policies, the Code of Ethics and standards of professional behaviour all come into place. This start then enabled me to set goals for my second year as a police constable. Some of the significant personal goals that assisted me into my second year was a growth in confidence, experience and team working. To add to this, regular meetings with my mentor every six to eight weeks assisted in discussing how I am finding the role, any additional support required as well as any concerns. Individuals are able to highlight professional and personal skills to reach personal and organisational targets through mentoring. Thereby, providing individuals to feel accomplished and enable them to carry out their roles and responsibilities through positive coaching. A strong connection between students and their mentors will also provide benefits in learning new skills as well as reinforcing confidential support (UKEssays, 2017).

One aspect of professional goals I wanted to target within my second year was to complete my intoxilyzer training, mode of entry course and my advanced driver course. Additionally, by setting my goals early on within the year I knew I had a more realistic chance of completing them within my scheduled time frame. Therefore, by my mentor and supervisor supporting me in these courses enabled me to feel more driven within my workplace. Studies show that eighteen out of twenty students at a London University believed there were significant benefits while being coached. Areas such as confidence, resilience, degree work and career development had reinforced the benefits to the coaching they undertook. Students felt supported by their coaches which enabled them to feel more envisioned in future development (Lancer, Clutterbuck and Megginson, 2016)

By completing these courses within my two years, it continued to improve my confidence and further understanding as a police constable. Learning new attributes, skills and knowledge provided me better understanding in areas in which I wasn't as strong in and develop myself within policing. Also, by passing these courses gave me a significant amount of motivation to improve myself further by developing more skills and continuing to learn. Training enables police students to enhance their skills within policing such as knowledge, critically assessing new situations and decision making (*Schafer and Boyd, 2020, p. 373*).

Due to most of the workbooks provided within the university work involving talking about incidents that we had dealt with, specifying certain areas. This provided further research around these areas thereby improving my knowledge and further understanding and supporting me more when dealing with similar circumstances. One researcher found that from their degree it enabled them to utilise knowledge from studies they had researched to assist in decision making. Also, providing in-depth reflections following incidents, therefore being able to assess what went well and how things could be improved (*Norman and Fleming, 2021*). Furthermore, this has assisted my learning and development within my workplace and will contribute towards future development.

Having a good team provided me with reassurance and self-belief. Being motivating and each of us supporting each other through incidents we dealt with, again assisted me working with a team, ensuring key communication skills and trust between colleagues. Team performance, attitudes and outcomes can all be improved when trust is incorporated within a team. Studies suggest that trust can reduce conflicts within the workplace and improve organisation goals. Furthermore, trust can provide significant factors in stress relief between colleagues due to more understanding between each individual within the team. The research provides information showing that information between team members is less shared when trust is not present. However, when trust is strong within a team, it can provide key indicators towards problem solving, openness and trust when dealing with threatening situations (*Costa, Roe and Taillieu, 2010*). Working with a team is one of the major factors within policing. Therefore, signifying the importance of trust between colleagues and thereby assisted me to develop, learn and perform within my team.

Receiving feedback is key to improving yourself as an individual. When coming to the end of my second year as a police constable, it was important to reflect on what went well, what could have gone better and what I was looking to improve. Studies show that through self-reflection students feel more prepared and in control of their work. Therefore, by managing stress due to setting personal achievable goals, enabled a strategic plan for each individual. In that way, providing stability towards their own wellbeing and incorporating a healthy work balance (*Travers, Morisano and Locke, 2014*). By having an end of year review this enabled me to set personal and organisation goals for the final year. Now, the experience, information, and skills I have learnt within my initial two years can be utilised within my final year of my probation period. Reviews at the end of the year are significant towards employee and organisational health. A lot can be benefited from end of year reviews and if open mindedness and common goals are set this can provide less stress when these reviews come around (*Ninja, 2016*).

Within my third year, one of my personal goals was to complete my specialised taser training course. As my future aspiration is to join the joint firearms unit when out of my probation service as a police constable. Setting goals, provides students with more confidence towards overcoming tough situations in the present and future. Obstacles can arise, however by setting goals it can enable individuals to critically think and problem solving these difficulties and therefore provide more confidence (*Why Setting Goals Is Important For High School Students, n.d.*). One of the competency's within my evidence matrix each year was conflict. Dealing with conflict incidents within my initial two years provided me with confidence and preparation when it came to completing my taser course. Therefore, meeting personal and organisational goals by completing this section within my evidence matrix and my own personal goal of completing this course. By taking charge of a situation the Police can diffuse conflict by applying necessary force to provide effective arrests and safeguarding of others. Ensuring the individual or individuals are under control is key when a police officer is taking charge of a conflict situation. Communication and empathy are just a few of the skills that can be utilised by a police constable to deal with a conflict situation effectively (*Chijoko et al., 2020, p,290*).

One significant change I had to adapt to within my third year was moving from Newport to Abergavenny. The most substantial change was the size of my team, also the relationships I had made with my colleagues. Trust within working relationships can reduce conflict and increase organisational commitments. Therefore, reducing the likelihood of leaving, providing a more positive effect on other team members as well as strong connections (*Costa, Roe and Taillieu, 2010, p,230*). The adaptation to a new area which is also a significantly larger area to cover compared to Newport. However, looking back now I can see how much my confidence has grown since starting as a police constable. Even though I am now working within a smaller team in a larger area, I feel confident in my progression, skills, and development I have achieved. This being through the mentoring and coaching I have been provided since starting as a police constable. Mentoring assists in personal development of another, however the mentor must also act as a role model to that individual. By being mentored, it supports in professional growth as well as the transferring of current knowledge onto another. Studies also show that mentoring provides career developments through the aid of personal development plans and employee development (*Kamarudin, Kamarudin, Darmi and Saazai, 2022) p,291*).

To conclude, this essay has provided a critical reflection of my three year probation as a police constable. The information provided within this essay has shown the positive, negatives and areas of improvement structured within THE GIBBS REFLECTIVE MODEL (1998). Each year has been looked at in detail, critically reflected on and discussed with strategic working plans. Ultimately, coaching and mentoring has been essential within my probation period in preparing me to be the police constable I am today. Being able to meet personal, professional and organisational goals due to support from my assessors and colleagues. Enabling me to meet my own personal goals as discussed throughout this assignment. Appropriate literature has been utilised throughout as well as mentoring and coaching theories/definitions. Finally, I have discussed how I provide and receive feedback, which enabled me to progress throughout each year of my probation as a police constable.

2544 words.

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