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LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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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 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:

This essay will discuss and compare the coping strategies which I have employed in order to minimise stress and build mental resilience during my six months of classroom-based police learning. 'Resilience' can be defined as "positive adaptation, or the ability to maintain or regain mental health, despite experiencing adversity" (Herrman 2011: 259), while 'stress' is "[feeling] overwhelmed or unable to cope as a result of pressures that are unmanageable" (Mental Health Foundation 2021). Developing resilience, therefore, is improving overall mental health and wellbeing. This is essential to the role of a police officer which often involves enduring stressful or demanding environments.

This essay will focus on extensive home working, which became necessary due to the coronavirus pandemic, as the primary source of stress, with my coping strategies discussed and compared throughout.

I will use Rolfe et al's (2001) Reflective Model¹ because it is simple to follow, highlights one's feelings and emotions as well as practical elements (Jasper 2013), and unlike Borton's (1970) original model, it asks a broader variety of prompting questions and topics to consider in each section, giving it a more holistic approach. While Griggs et al (2018) sees this model to be too narrow due to its focus specifically on nursing, its heightened comprehensiveness from Borton's model improves its credibility as a general reflective tool, and therefore Rolfe et al's model maintains great usefulness for wider areas of reflective writing.

What Happened?

Due to the UK's lockdown restrictions and the Covid-19 pandemic, the initial course involved significant portions of home working. Over time, this led to feelings of isolation, loneliness and restlessness. I lacked sleep because of my restlessness, in turn making me unproductive and feeling drowsy regularly. I consequently felt stressed and anxious as I became overwhelmed by my increasing workload.

I consequently employed four solutions after extensive research and trial-and-error, to improve my wellbeing: (1) exercise, (2) socialising, (3) improving my organisation, and (4) compartmentalising my 'work' life from 'home' life through a range of methods. Exercising

¹ This model follows the simple structure of (1) 'What happened?' (description), (2) 'So what?' (analysis), and (3) 'Now what?' (looking forwards for self-improvement).

helped me clear my head of stress through distraction and a change of scenery, playing boardgames with friends reduced my loneliness at home and made me feel less isolated, developing a bedtime routine reduced my drowsiness, and listening to audiobooks and using other rooms in my house relaxed me when I felt anxious or overwhelmed.

So What?

The home/work relationship is one of the six main causes of occupational stress (Cooper and Marshall 1976: 11-28). Brown et al. (2011) notes that homeworking on top of working elsewhere specifically increases stress because of the temptation to overwork. While this is useful in identifying a root cause of stress through overwork, it may be too simplistic because any person could overwork in any working environment. A better interpretation is found in Anderson et al's (1983: 43-53) work on 'cabin fever', who understood that a person's surroundings can cause them to feel trapped if lived in for an extended period, leading to restlessness and agitation. Discovering this helped me more than Brown's interpretation as it gave me a manageable solution - 'escaping' the space to build mental resilience.

My first solution was exercising because exercise creates a sense of achievement and emotional contentment (Morris and Scott 2017: 110-123). I initially started running because it both allowed me to enjoy other surroundings and distract me from my work. "It is...distraction, rather than the physical exercise itself that reduces anxiety." (Kent 2006: 166).² However, I came to experience that weightlifting with home weights did more for my mental wellbeing than running. As Mendelson et al. (1996) theorised, I experienced that improving my physique improved my self-esteem and led to new motivation for work as well as reduced drowsiness.

While Miller and Downey (1999) saw a direct correlation between reduced bodyweight and greater self-esteem, their figures do not account for muscle.³ Rather, my weightlifting allowed me to build up my body and see notable improvements to my physique, which led to a feeling of achievement. Therefore, while running was useful in helping me 'escape' from my stressful environment, weightlifting did better to build resilience by improving my self-esteem.

My second solution was socialising with friends because a sense of community is important when developing resilience against stress (Aschbrenner et al. 2016:113-122). I played boardgames with my housemates as I enjoyed both the company and the activity. Indeed, playing boardgames in groups particularly improves mental health by facilitating escapism from a formal task, engaging one's brain in an entertaining way, and encouraging conversation (Bartfray and Bartfray 1994: 438-446). Playing boardgames was helpful in tackling my cabin fever because it allowed me to talk with others and be distracted from my surroundings. However, socialising in this form was not as successful in developing mental resilience compared to exercise because even playing boardgames became repetitive, and were played in the same rooms repeatedly, even contributing to cabin fever over time.

I also decided to improve my organisation in order to increase my productivity which was lacking due to restlessness and drowsiness. As Peterson (2018: 147-160) highlights,

² This 'distraction hypothesis' can be compared with the 'endorphin hypothesis' with regards to the reduction of stress through exercise. See Anderson and Shivakumar (2013) for the endorphin hypothesis.

³ Furthermore, their study's sample sizes are too small to generate reliable results (Baumeister et al. 2003).

establishing order and creating a healthy routine is the most fundamental aspect of organisation. By setting defined bedtimes, mealtimes and exercise times, my sleep was better regulated which reduced my drowsiness, and I created a healthy structure where 'work times' and 'rest times' were not excessive. Therefore, my routine provided the backbone for all my other solutions.

I also wrote 'to do' lists to better organise my workload, as Browning (1992) notes that lists represent "controllable outcomes...and certainty" (p. 281). Completing 'to do' lists gave me a sense of achievement and helped me to order my thoughts and reduce anxiety because I saw my tasks written down on paper. While Browning's advice on making lists was helpful in clearing my thoughts, the actions on those lists continued to cause me stress, and so Peterson's proposition proved more useful in comparison as I was able to regulate my sleep more efficiently, reducing my tiredness and aiding me to perform those tasks in a better mental state.

My final solution was to mentally compartmentalise my 'work spaces' from 'rest spaces' so as not to associate my home as a place of work and stress rather than a place of rest.⁴ I was experiencing home-work interference through mental association (Bakker et al. 2005: 43-61). As a result, I decided to use a spare room as a place of work, separate from my 'rest' room. Implementing this home/work 'segregation' (Felstead 1999: 149) improved my mental wellbeing more than socialising because I felt that I had intelligently solved the problem, rather than simply distracting myself for short-term pleasure. The mental rest from a work-free bedroom helped me create distance from work while at home, and 'escape' my surroundings as I was no longer in the same room for extended periods of time. However, this did not compare with the benefits of exercise which sometimes allowed me to leave my surroundings entirely.

I did not always need to use different rooms to compartmentalise my work and home lives. I also established dedicated times of rest to listen to audiobooks. I did this because setting boundaries for work reduces stress in the brain (Showers 1992). As Tuan (1998: xvi) highlights, I found the most effective time to reduce stress with an audiobook was during exercise as a form of escapism. While watching television also provided escapism, audiobooks calmed me more in comparison because they allowed me to do other activities alongside listening⁵ – distracting me from my work pressures, while not using any extra time. However, while using audiobooks to compartmentalise my 'work time' from 'rest time' was successful in providing escapism, establishing a routine proved more useful as it disciplined me to find time to listen in the first instance. Indeed, without routine, these other coping methods would not have been utilised so efficiently.

Now What?

Going forward, I recognise that my role as a police constable will mean that I will be primarily working outside my home, and so these coping strategies will need to adapt somewhat to be useful in the future.

I will continue to utilise different rooms in my house for university work, however I will prioritise exercise through running and weightlifting. This should reduce my drowsiness

⁴ I noticed this because I often thought of my work as soon as I walked into my bedroom after spending time outside.

⁵ Such as going for walks, cleaning the kitchen or washing the dishes.

after nightshifts and increase motivation and energy for work. I will also remain organised by setting mealtime and bedtime routines, which should reduce my tiredness and give me a helpful structure for work. By implementing routines and utilising audiobooks further, I can complete work while remaining invested in other topics of life, clearing my schedule and mind.

To conclude, resilience is important for policing because of the emotional and mental stresses and demands of the work. I have learned that establishing routine was the greatest strategy to cope with the stresses of excessive homeworking, and weightlifting was most useful in developing resilience against restlessness, drowsiness and anxiety from an increasing workload. While these methods have proven most successful for me, it is clear that a holistic, multi-strategic approach was best as each strategy contributed to and facilitated the others – particularly through establishing routine which made space for exercise, audiobooks and appropriate sleep.

Word Count: 1,525

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:

This essay will describe and evaluate a policing incident involving conflict in which I played a significant role. "Conflict" comes from a Latin phrase meaning "to strike together" or "contest" and can be defined as a "serious incompatibility between two or more opinions...or interests" (Lexico 2021).

Managing conflict professionally while respecting individuals' beliefs and rights is an important part of policing because it both maintains the safety of the public and police in incidents and contributes to "policing by consent" by building the public's confidence and trust in the police (Gov.UK 2012).

I will structure this essay using Gibbs' Reflective Cycle (1988), including a brief description of the incident, followed by a detailed evaluation and analysis of both the causes of, and actions in, the incident, and finally ending with an action plan for the future and concluding remarks.⁶ Gibbs' model is simple, highlights the role emotions play in incidents, and flows helpfully from (1) a brief summary of the past, to (2) analysis based on present knowledge and experience, to (3) an action plan for the future. Recognising development from the past to the present moment, and looking into the future, is at the heart of reflective practice.

⁶ Gibbs' reflective cycle includes (1) Description, (2) Feelings, (3) Evaluation, (4) Analysis, (5) Conclusion, (6) Action Plan. I will group some of these categories together for ease of reading.

Brief Description

Whilst on duty, I attended a report of a violent disorder within Cardiff. Upon attendance, I witnessed over 500 people gathering, cheering, and shouting at police. Having not attended an incident of this scale before, the adrenaline rush caused me to shake, but I tried my best to keep calm. Glass bottles were thrown at me as I maintained a closed cordon line with other officers. This made me feel nervous, shocked and alarmed.

I then walked slowly in a line with my colleagues towards the crowd to disperse them. I was conducting a dynamic risk assessment while looking around for potential hazards.⁷ I helped disperse the crowd without using force before being confronted with two aggressive individuals who refused to leave. The change in dynamic from a large, almost impersonal crowd to a smaller confrontation made me feel nervous, and I had to remain calm. After conversing with the males for a number of minutes, I persuaded the first male to leave the area, and the second male was arrested by a colleague. When describing the process for determining whether my use of force was necessary, I will write hypothetically for the purposes of reflection, and discuss what my actions would have been if I was the arresting officer.

Experiencing this interaction improved my confidence and made me feel calmer and more relaxed for future incidents. I saw that I was able to use tactical communication effectively and utilise appropriate force where necessary. However, since the incident, I have reflected upon some mistakes such as not communicating clearer with my colleagues to make the arrest, and not walking away for a moment to observe if the conflict would simply dissipate.

Evaluation and Analysis - Cause of the Conflict

Reflecting upon the incident, the large-scale disorder may have been caused by excessive alcohol consumption leading to intoxication of many in the crowd. This is a valid argument as there were many alcohol bottles remaining on the floor after the crowd had dispersed, and excessive alcohol can cause individuals to behave irrationally and aggressively when faced with conflict, such as police presence (Oscar-Berman and Marinkovic 2007: 239-257).

However, while drunkenness can cause individuals to become aggressive in conflict, one cannot generalise all of the five hundred or more individuals in this category without the risk of unfairness (contrary to Policing Code of Ethics, 3: Equality and Diversity).⁸ Rather, studies in 'mob mentality' show how a group's identity and action can make individuals behave in ways they would have seen as unacceptable if carried out alone (Diener 1980: 449-459). This interpretation is more useful than the drunkenness hypothesis because it does not discriminate against larger groups of people and explains why groups can be more aggressive than lone, rationally thinking individuals.

With specific attention to the two males in this scenario, Mosher and Serkin's (1984) work on 'hyper-masculinity' show that in an effort to be accepted into a social group, as well as to attract females, males can behave violently and desire to experience danger in an attempt

⁷ "Situational awareness is the ability to perceive and process potential threats in the environment." (College of Policing 2020)

⁸ Recognising individuals' differences is important in policing. "Police officers act with fairness and impartiality. They do not discriminate unlawfully or unfairly." (Bryant and Bryant 2020: 76).

to be 'manly'. The notion of 'hyper-masculine' behaviour leading to aggression is perpetuated by Levine (2003) who highlights that deviancy against the law enhances sexual vigour and helps individuals feel accepted by their peers.⁹ This interpretation is especially helpful in understanding the conflict after the crowd had dispersed and I was left with the two males, because the crowd had dissipated, and so 'mob mentality' no longer existed. There were females watching this confrontation, and so the males' attempts to impress them might have led to a 'hyper-masculine' mindset of aggression against authority figures such as the police.

In a legislative context, the group was free to assemble under Article 11 of the Human Rights Act (1998), however in doing so they were breaking Coronavirus regulations acting as a temporary restriction upon this important human right in the interests of public health and safety (The Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020, Regulation 8). It is likely that the crowd, and their aggression, had originated as a rebellion, a 'power struggle' against their restricted freedoms from Coronavirus legislations (Jeong 2008: 1).

Recognising this made me feel a degree of empathy with the crowd as gatherings provide opportunities to socialise, a feature greatly lacking in society during the pandemic. However, at the same time, I felt frustrated at the clear disregard of others' health and efforts to keep Government regulations. Furthermore, the gathering was informed of their breaching a public dispersal power (Anti-Social Behaviour, Crime and Policing Act 2014, Section 35). It was therefore both necessary and lawful to disperse the crowd to maintain public order as well as wider public safety.

Evaluation and Analysis - Managing the Conflict

Repeating the simple appeal, "Leave the area now. It's time to go home" while moving towards the crowd as a line with my colleagues was effective.¹⁰ No force was used, and the mere presence of the moving police cordon caused the large crowd to disperse into smaller factions and leave the area.

After the crowd had been dispersed, I was left with two males who were arguing with me and refusing to leave. Both were moving their arms in an aggressive manner, making hand gestures at me and standing close to me in an aggressive posture. They were shouting and swearing at me, repeating that they would not leave because the police had no power to disperse them. One male appeared intoxicated, and his aggression may have been enhanced by alcohol (College of Policing 2020). It was clear that both verbal and non-verbal communication was integral in persuading the males to leave.¹¹

I ensured I displayed clear signs of 'active listening' by telling them that I understood why they were upset, and by ensuring my body language was non-threatening, with my hands moving naturally as I spoke. This "verbal containment" is found to lower the risk of harm as a person uses their energy to communicate rather than in violence (College of Policing 2020). As they were shouting profanities against the police, I told them my name and asked them for theirs, aiming to

⁹ Indeed, "hypermasculinity offers a kind of immediate relief of [social] anxieties, albeit at the expense of distorting one's self [in a group.]" (Glass 1984: 274).

¹⁰ The 'simple appeal' is part of the five-step appeal of persuasion (College of Policing 2020), discussed later.

¹¹ Indeed, "dialogue and communication are central to...training in public order [and] crisis negotiation" (College of Policing 2020).

make the conversation more personable. I did this because building rapport helps people empathise with another's views and is one of seven tools for negotiation I learned from police training (Fisher and Ury 1983). Furthermore, I met their shouts with a calm tone of voice, which encouraged them to stop shouting and to talk with me instead.

By informing them of the police's power to disperse them, I appealed to their reason and began the second step in the five-step appeal of persuasion (College of Policing 2020).¹² I asked the males why they would not leave, and also utilised closed questions such as, "Are you going to leave now?". After this proved unsuccessful, I highlighted the social benefits of leaving by telling them that they could go with their friends, or they would spend the night in a cell by themselves. As Jenkins and Thompson (2013) highlight, persuasion is more successful if a person's desires are appealed to, rather than quashing one's desires entirely, which is seen as aggression (pp. 77-84). I therefore appealed to their reputation being tarnished in the eyes of their friends, as maintaining credibility is the primary aim of every person in conflict (pp. 21-28). This caused one of the males to back down and walk away while appealing to his friend to do the same.

In hindsight, I could have walked away in this moment, which would have reduced any aggressive emotions quickly and perhaps made his friend's appeals the most convincing voice. In the adrenaline of the moment, however, I remained – calm and collected, yet maintaining the confrontation.

Now, I see the theory of Betari's Box being displayed, whereby my attitude affected my behaviour, which consequently affected their attitude, which influenced their behaviour (Emslie and Hancock 2008: 227). It was important to remain calm and not allow my own annoyance to affect my attitude, as professionalism is highlighted by the ninth principle of the policing Code of Ethics: Conduct.¹³

This model is helpful in highlighting my own behaviour's impact on escalating the conflict and identifying any unprofessionalism, personal discrimination against him, or in my case, unrecognised annoyance toward him. However, this model is slightly limited because it does not account for alcohol or mental illnesses as 'impact factors' for aggression. While remaining calm and maintaining open and positive body language, I was still unable to persuade the intoxicated male who was not thinking rationally.

As the second male was unable to be persuaded to leave, he was arrested by a colleague for public disorder contrary to Section 5 of the Public Order Act (1986), due to his behaviour which was likely to cause alarm and distress to members of the public.

If I were the arresting officer, I would have used the National Decision Model (NDM) put forward by the College of Policing (2013) to determine if my use of force was necessary. I would first gather as much information as possible about the male's wishes and intentions from what I could see and hear. I would then assess the threat he posed to myself and my colleagues, as well as his disturbing members of the public. His drunkenness was an 'impact factor' which made his behaviour more aggressive and therefore led to a higher safety risk (College of Policing 2020). Next, I would consider my powers and recognised that I could use necessary force to protect

¹² The five steps are: (1) simple command, (2) reasoned command, (3) highlight personal benefit to obeying the command, (4) final appeal to their compliance, (5) physical action to facilitate obedience.

¹³ "[To] behave in a manner...which does not bring discredit on the police service or undermine public confidence in policing." (Bryant and Bryant 2020: 76).

myself at any point under Common Law, and to use necessary force to affect the male's arrest under Section 117 of the Police and Criminal Evidence Act (1984).

Following the NDM, I would then consider my options. My presence and words were proving ineffective, as were the increasing numbers of my colleagues. If I were the arresting officer, I would have thought through the arrest necessities outlined in Code G of the Police and Criminal Evidence Act to determine if I could justify his arrest. I would have recognised that I could justify his arrest to prevent harm to others and prevent public indecency.

This male was evidently drunk, making his actions and intentions unpredictable. His verbal aggression could have escalated easily into aggressive physical resistance. To effect his arrest, therefore, I would have taken hold of his right upper arm, turned him, and placed him in handcuffs to the rear. I would have then checked them for tightness, and double-locked them to ensure they would not get tighter in breach of Article 3: prohibition of torture. This would protect myself and my colleagues and prevent the male's escape. Any further restraint would have been excessive at this stage as the male was only verbally resistant.¹⁴ Activating my body-worn camera is regularly helpful to remind me that my actions can be reviewed in the future, and therefore my actions must be justifiable.

Following the NDM, I would have constantly reviewed my actions to determine their necessity and lawfulness. While he was entitled to voice his opinions under Article 10: freedom of expression, his behaviour in doing so was likely to have distressed members of the public. Upon reflection, I should have communicated my intentions to my colleagues discreetly to make them aware that I was intending to arrest the male and be more decisive to take physical action. However, both my lack of awareness of my colleagues' presence, as well as my indecisiveness, meant that a colleague stepped in to arrest this male. In hindsight, I should have determined more appropriately when force should have been used and arrested the male who was behaving disorderly.

I understood that the male was not simply reacting with his irrational brain as a 'fight' response as outlined in the 'fight or flight' conflict theory (Donahue 2018), because this is a response to a sudden immediate threat, whereas this conflict had ensued over the course of several minutes after numerous appeals to his rational brain. Also, while Rational Choice Theory suggests that people make a reasoned calculation before engaging in criminality (Becker 1976), it was clear from the male's behaviour that alcohol was reducing his capacity to think rationally, and so this theory is ineffective in explaining his behaviour. I therefore understood that physical force needed to be used, however I was too slow to reach this conclusion compared to my more experienced colleague.

In reflection, I see the 'Drama Triangle' was being worked out (Karpman 2007). This is a conflict theory which states that, according to one's temperament, an individual will respond to conflict as either a 'persecutor', 'rescuer', or 'victim'.¹⁵ This model is useful in recognising the male as an argumentative 'persecutor', especially if a 'hyper-masculine' character was adopted, mentioned previously.

¹⁴ The acronym JPLANE (Justifiable, Proportionate, Lawful, Accountable, Necessary, Ethical) (College of Policing 2020) is useful to determine the most appropriate level of force, particularly the first point: 'justify'. One needs to be able to justify one's actions to ensure they are truly necessary and not excessive.

¹⁵ That is: a) argumentative, b) helping others in order to feel better, or c) spiral into hopelessness.

However, this model assumes that one's personality or temperament alone is the motivation behind one's response in conflict. Intoxication, for example, can introduce another dimension to the triangle. To improve this model, a fourth category, 'antagonist', should be introduced who takes on the role of 'persecutor' in the original model – someone who responds to conflict by arguing. The 'persecutor' should then be redefined as a person who instead only intends to fight physically (Emslie and Hancock 2008: 227). This new orientation of the model is better in comparison to the original as it accounts for aggressive anomalies in behaviour caused by drink, drugs or mental illness, and is therefore a more accurate model to use in this instance.

For me, however, the most helpful explanation of this conflict is seen in social comparison theory, which proposes that social groups provide opinions which validate individuals and allow them to feel better in comparison to others (Festinger 1954). Taking this theory forward, viewing oneself in a negative light compared to others can make a person feel inferior and, as the added dimension in the modified Drama Triangle highlights, can cause someone to respond violently. Reflecting on the incident, I see that the male saw my presence and words as a threat to his dominance, and therefore led to an aggressive response. Having evaluated the conflict theories and reflected upon the incident, I believe that this confrontation arose from a power imbalance in the moment,¹⁶ and was diffused by tactical communication, and an appropriate use of force to control and remove the male, and ultimately prevent harm.

Action Plan and Conclusion

Going forward, I will make an effort to (1) remain calm to reduce my tunnel vision by taking a deep breath and reassessing the situation, (2) be more decisive when needed by utilising the NDM more effectively, and (3) utilise distance and calmness by walking away when appropriate. This should help me recognise my own escalating emotions in conflicts by reflecting on my own behaviour, communication and decision-making, as well as the behaviour of the subject.

In conclusion, I acknowledge that my police career will involve many moments of conflict going forward and having evaluated conflict theories and analysed my application of communication and force, I am in a better place to manage conflicts in the future. By learning from my mistakes and enhancing my professional strengths, I will grow in my ability to manage conflict professionally and intelligently while respecting the rights of all.

Word Count: 2,734

¹⁶ That is, in my favour as the enforcing police officer.

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:

This essay will reflect and critically assess a policing incident in which I played a major role in supporting a victim through the criminal justice system. According to the Code of Practice for Victims of Crime in England and Wales (henceforth Victims' Code),¹⁷ a victim is "a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence, or a close relative...of a person whose death was directly caused by a criminal offence." (2015).

A 2017 study into the UK's criminal justice system found that victims tended to feel stressed and their feelings, rights and needs disregarded (Davies et al. 2017: p. 255). Furthermore, the number of criminal investigations where victims have withdrawn support has risen from 8% in 2015 to 24% in 2020 (Home Office 2020). It is therefore highly important that the police apply their responsibilities and procedures with victims and witnesses appropriately to maximise victim satisfaction and build public confidence in the police.

I will structure this essay using Gibbs' Reflective Cycle (1988)¹⁸ because it is simple to follow and highlights the reflector's feelings to add greater depth to the reflective process.

¹⁷ The Victims' Code (2015) is a code of practice to support victims' rights in the criminal justice process. It is issued by the Secretary of State for Justice under Section 32 of the Domestic Violence, Crime and Victims Act (2004).

¹⁸ This reflective model includes (1) a brief description of the incident and feelings, followed by (2) an evaluation and analysis of both the causes of, and actions in, the incident, and then ends with (3) a conclusion and action plan for self-improvement.

Furthermore, I have found that Gibbs' model is more useful than Borton's (1970) classic model when reflecting upon my application of procedures and policies, because I can evaluate and analyse both my actions, as well as the procedures and policies themselves. This aids my reflection more as I understand why the procedures and policies are beneficial, and therefore how I should better utilise their benefits in the future to improve my professional performance.

Brief Description of the Incident

Whilst on duty, I attended a report of a robbery which took place on a street in Cardiff. The victim was a female who was walking to her workplace before being stopped on the street by another female who demanded money from her, threatening her with violence if she did not give her money. After shouting at the victim for a number of seconds, the suspect made off with some of the victim's money, and the victim stood crying. While there was no physical contact between the victim and the suspect, upon my attendance, I could see that the victim was shocked, very nervous about encountering the suspect again, and emotionally distressed.

I was then able to speak with her about her experience and take a witness statement from her. The victim was very afraid, anxious and distressed. Therefore, ensured I spoke with her in an appropriate manner, before taking a statement from her with great care, and then referring her to a partner agency to receive professional support after the traumatic experience. As time progressed, I provided the victim with regular updates from the investigation.

At first, I was nervous when speaking with the victim because I knew she had been through a traumatic experience, and I felt pressure to both ask the right questions to aid my investigation, as well as speak with care and consideration for her feelings. However, as I spoke with her, I was able to build a rapport, and I became less nervous as our conversation became more natural. I also initially felt stressed because I had not attended a robbery before and was finding it difficult to think of different lines of enquiry to pursue.¹⁹ Taking a statement from the victim, however, helped me control my stress and calm me as I obtained the facts about the incident, and was able to establish more accurate lines of enquiry as a result.

In reflection, I believe I handled this situation well and was able to support the victim appropriately throughout the investigation, however I have since recognised some mistakes such as (1) taking the victim's witness statement too early when she was still distressed, (2) being late in directing the victim to more sources of support, and (3) not using the victim's preferred means of contact – in person – to update her with the progress of the investigation.

Evaluation and Analysis - Context of the Incident

In this section, I will not evaluate and analyse the cause of the crime, but rather the victim's own context, leading to her emotional reaction to the crime. This will highlight her need for support, which this essay will go on to address.

Fear, anxiety, panic and shaking are all responses to aggression and threat (National Health Service 2019). However, the victim's fear and distress may have been heightened by the fact that she was walking alone. Lone victims statistically experience greater trauma than victims in

¹⁹ "The Golden Hour" is the term used for the period immediately after an offence has been committed, when material is readily available in high volumes to the police", therefore investigation is key at this early stage (College of Policing 2019).

groups because they may feel personally targeted and vulnerable when alone in the future (Walklate 2007: 182). As Maslow (1943: 370-96) highlights in his presentation on the hierarchy of needs, feeling safe and secure is fundamental to human survival and quality of life, after the core necessities of food, water, warmth and shelter. Therefore, it is accurate to suggest that when the feeling of physical safety, an integral requirement for wellbeing and mental health, was taken from the victim by the suspect's aggressive behaviour, it resulted in a sense of helplessness and panic.

While applying Maslow's theory to this crime is useful in explaining the victim's sense of helplessness when her feeling of security disappeared, it does not explain why her fear led her to stand still and cry. A more detailed explanation is presented by Donahue's (2018) work on human responses to threat. Donahue's explanation of the human body's 'freeze' response to aggression shows that the victim's body experienced a form of paralysis when the amygdala, a part of her brain, was confronted with intense strain and aggression (pp. 1-6). This better interprets the victim's behaviour in freezing and crying.

It is also likely that the victim's distress may have been heightened by the closeness of the suspect to her for the duration of their altercation. The Coronavirus pandemic and the UK's subsequent lockdown period have resulted in the British population being required to stay socially distanced from others outside their household (BBC 2021). Therefore, the suspect's close proximity to the victim was not only in breach of Welsh Government regulations (Welsh Government 2020) but may have resulted in heightened anxiety because the victim might have feared catching the virus (Centers for Disease Control and Prevention 2021). This is likely as the victim kept repeating to me, "She was so close. She was so close to me. I kept taking steps back. I couldn't believe it". However, this explanation is less useful than Donahue's as the suspect's proximity to the victim, as well as her shouting, were clear signs of aggression, causing the victim to 'freeze' as an immediate response to fearing her personal safety.

In a legislative context, stealing from an individual by using a threat of immediate physical violence is robbery, contrary to Section 8 of the Theft Act (1968). Bringing my own personal context into this situation, this offence took place relatively early in my policing career, and so it was surprising and unnerving to see a victim so distressed and upset. As time progressed, however, I was able to empathise with her and I felt more sorrowful than bewildered. It was clear I had a responsibility to provide appropriate support.

Evaluation and Analysis - Reflecting on my Actions

When speaking to the victim at the scene of the crime, I saw that she was crying and shaking, which are signs of distress and panic (National Health Service 2019). I had to remember that she was a vulnerable victim due to the traumatic experience she had been through and recognise the potential for future emotional effects of the trauma (Calle 2018: 14). Therefore, I spoke softly to her, asked if she was okay, and ensured my words were calm and clear, complying with the Policing Code of Ethics principle 1: 'Equality and Diversity': to "show compassion and empathy...to people you come into contact with...Recognise that some...are vulnerable and may require additional support and assistance." (College of Policing 2014: 7).

I told her that she could talk to me and that she was safe. While this was in compliance with the Victims' Code (2015), Right 1: 'To be able to understand and to be understood', I felt this softer tone and desire for her to feel comfortable and speak to me very natural to do. After obtaining more concrete details about the nature of the incident, I ascertained that a robbery had indeed

occurred, and passed these details to the police control room via my radio, in compliance with the Victims' Code (2015), Right 2: 'To have the details of the crime recorded without unjustified delay.' This felt more difficult to do as I wanted to give the victim my full attention and show my care and concern, but I remembered this procedure and recognised its benefit to the victim because other officers could be made aware of the suspect's description and begin searching for her. After contacting the control room, I walked with the victim to her workplace where there were close friends and colleagues to calm and comfort her. This was important because social groups are key in helping victims mentally process and recover from traumatic events (Coan et al. 2006: 1039).

The next procedure for supporting the victim was to take a witness statement from her.²⁰ This contains a full account of the incident from their perspective, is signed to confirm its truth and accuracy in compliance with Section 9 of the Criminal Justice Act (1967) and may be read in court. This procedure not only allowed the circumstances of the crime to be recorded in an appropriate manner for court, but also allowed the victim to feel understood and taken seriously in the criminal justice process (Milne and Shaw 1999: 127-138). Upon reflection, I now recognise that witness statements from vulnerable victims of violent crime must be taken with greater care than I had anticipated. When taking the statement, the then calm victim began to cry and shake again as I asked her about the details of the incident. 'Secondary victimisation' is most common in victims of violent crimes when the police's investigation causes the victim to relive difficult moments, resulting in further emotional harm (Davies et al. 2017: 254). While it was important to understand the facts to aid in my investigation, it may have been more appropriate to give the victim more time to recover from her feelings and distress. This in turn might have provided more accurate evidence for the statement and aided my investigation.

Furthermore, I did not give the victim the 'Information for Victims of Crime' leaflet, per South Wales Police policy, because I forgot and did not have a leaflet with me. Although I did not have the leaflet, in hindsight, I should have directed her to the PDF leaflet on the Ministry of Justice (2021) website. However, updating the victim regularly in the investigation (discussed later) allowed me to direct her to the online resource at a later date. I also gave the victim the crime reference number and my contact details so she could be kept updated in compliance with the Victims' Code (2015), Right 3: 'To be provided with information when reporting the crime', and I told her about the support charity Women's Aid for vulnerable female victims of crime or trauma (Women's Aid 2021).²¹

I informed the victim that should she go to court over this matter, 'special measures'²² such as not seeing the suspect in the courtroom, could help her feel supported and relaxed in court. This would not only alleviate her fear as she would not see her assailant again, but also help achieve the best quality of evidence as she would feel more comfortable testifying in court (Bryant and Bryant 2020: 619). Additionally, I took a Victim Personal Statement (VPS) from the victim, another formal statement which provides extra information on how the crime has personally affected her,²³ and what support may subsequently be needed. It is used particularly in court sentencing but can also help the victim feel listened to and understood (p. 210) and is in compliance with the Victims' Code (2015), Right 7: 'To make a Victim Personal Statement'. I had

²⁰ A witness statement is "a written statement signed by a person which contains the evidence which that person would be allowed to give orally" (Civil Procedure Rules 2021: Rule 32.4).

²¹ While not a South Wales Police policy, this procedure was recommended to me by my tutor, and has proved useful since.

²² Provided under Section 17 of the Youth Justice and Criminal Evidence Act 1999.

²³ Emotionally, economically, socially, professionally, and so on.

to remember that a VPS could also be taken at a later date when more long-term effects of the crime might be observed.

On April 1st, 2021, South Wales Police updated its policy on updating victims of crime to comply with the updated Victims' Code (2020). This is done through updating police systems with 'Victim Update Codes' – entries on investigation logs to ensure victims are appropriately involved.²⁴ Completing two of these updates on the crime log helped me gauge the victim's level of vulnerability, recognise that a Public Protection Notice (PPN) was not required,²⁵ and allowed me to refer the victim to Victim Focus to receive an enhanced support service and information on compensation (Gov.UK 2021).²⁶ South Wales Victim Focus (2021) is a branch of Victim Support and are independent of the police to provide long-term emotional and professional help for victims of crime.

As Maguire (1991: 363-433) highlights, take-up rates for victim services increase when a personal approach is made to the victim, rather than when overarching policies exist for victims to apply for such support. Upon reflection, this highlights the importance of my empathy and compassion when speaking with the victim, in line with the Code of Ethics, 'Equality and Diversity' (College of Policing 2014: 7). I feel proud that I was able to obtain her permission and refer her to Victim Focus to provide her with appropriate support.

Finally, I took time to update the victim regularly during my investigation so that she felt listened to and involved in the process, and in compliance with the Victims' Code (2015), Right 6: 'To be provided with information about the investigation and prosecution'. Completing another 'Victim Update Code' (mentioned previously) was a helpful reminder to do this, and it is of great benefit to victims as they feel involved and listened to (Davies et al. 2017: p. 255). Another advantage of this victim update policy is for me as an investigator, because keeping in contact with the victim reminded me of the importance of the investigation to them, giving me motivation to identify the suspect.

Despite this, the demand of my role meant that I was unable to visit the victim on duty to update her with my progress, which was her preferred means of contact. Since she was comfortable using her smartphone, this request may have been because police presence can provide a feeling of security after a traumatic experience (Andershed et al. 2015: 19-40). Unfortunately, my role demand meant I could not visit her, but in hindsight I should have made time, or liaised with the Neighbourhood Policing Team to send Police Community Support Officers (PCSOs) to see her. However, I appropriately informed her with regular investigative updates.

²⁴ The 'Victim Codes' include 'VU01': a victim needs and risk assessment to complete; 'VU02': a Victim Focus referral; 'VU03': to update the victim with the investigation thus far, and 'VU04': to update the victim with the outcome of the investigation.

²⁵ A PPN is a referral form completed by police officers when certain vulnerabilities are identified which require a more strategic and long-term support network from partner agencies (HMIC 2015). It was not required in this instance as she was not an 'adult at risk' as defined by the Welsh Government (2014).

²⁶ In compliance with the Victims' Code (2015), Right 4: 'To be referred to services that support victims and have services and support tailored to your needs', and Right 5: 'To be provided with information about compensation'.

Action Plan and Conclusion

As this investigation is ongoing, I will ensure that appropriate information and support is given to the victim should this case go to court. I will also apply to the court for 'special measures',²⁷ as she requested, to ensure she is supported and to achieve best evidence. Going forward in my professional development, I will (1) ensure I take witness statements at more appropriate times by better gauging witnesses' emotional states and taking them to a comfortable environment, (2) direct victims to online resources of support sooner by carrying a list of useful website links in my police uniform, and (3) take greater care to listen to victims' preferences over their preferred means of contact. All this should help victims and witnesses feel listened to and supported better by the police and improve the quality of the evidence I obtain.

In conclusion, reflecting on this experience has deepened my understanding of the causes behind some victims' fear and distress, helping me empathise with them in the future. I have also learned more acutely the advantages of police policies and procedures to give me a greater motivation to play my part in helping victims, and I have identified personal weaknesses such as being too hasty to obtain information when victims need more time to process their experience. By learning from these lessons and applying my action plan, I will grow in my understanding of my role's importance for victims and be in a better position to help victims and witnesses in the future.

Word Count: 2,742

²⁷ By completing the necessary document in the case file.

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:

This essay will critically assess both the causes of, and my decision-making in, a policing incident involving the management of a suspect and conducting a criminal investigation. I will reflect on my actions with attention to policing values, the National Decision Model (NDM) and the Criminal Procedure and Investigations Act (1996, henceforth CPIA), with specific attention given to evaluating the role of discretion and bias in the decision-making process.

According to the CPIA, a criminal investigation is “an investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it.” - (Section 22(1)) Decision-making is “the process of making choices” (Cambridge Dictionary 2021).²⁸ Decision-making within a criminal investigation, alongside managing a suspect effectively, are integral features of policing due to the many informed choices officers make on a day-to-day basis, often in rapidly changing or high-pressured situations.

This essay will be structured using Gibbs’ Reflective Cycle (1988)²⁹ because, more than Borton’s (1970) classic model, it highlights the reflector’s feelings and emotions, which are integral to the reflective process. Furthermore, Gibbs’ model distinguishes between *conclusion* and *action plan* -

²⁸ While simple, this definition highlights two key facets of decision-making: *process* and *choice*. Decision-making is ultimately a fluid procedure based on evaluating risk and benefits, while electing among a variety of viable options.

²⁹ This contains (1) Description, (2) Feelings, (3) Evaluation, (4) Analysis, (5) Conclusion, (6) Action Plan. I will group some of these categories together for ease of reading.

a feature which allows me as a reflector to both prepare for the future based on overcoming limitations and mistakes, before summarising the lessons learned and how I have grown practically, emotionally and professionally through this experience.

Brief Description

Whilst on duty, I attended a report of a breach of Coronavirus regulations (henceforth 'Covid breach') where more than one household were gathered in the same building during the country's lockdown period. The report was made from neighbours who, while trying to sleep at night, heard loud music and laughing from the house next door. Upon attendance at the house, I entered a small attic room where I saw four university students from different households gathered. There was a strong smell of cannabis in the room, and I felt very uncomfortable being in such close proximity with those present in such a confined space, and with poor air quality. Feeling uncomfortable, both physically and mentally, caused me to feel anxious and my thoughts to become clouded.

I also noticed small glass jars of what appeared to be cannabis on the tenant's desk. The situation was resolved by my issuing Fixed Penalty Notices to all individuals, and a 'Cannabis Warning' to the tenant. This incident was very early on in my police career, and I felt nervous and under pressure to perform correctly. Furthermore, the tenant in question was asking me questions about the process and making it clear he wanted to complain, and so with my Body Worn Video camera recording, I felt anxious and stressed, as if a lot of pressure was on me to say the correct things, and make the most appropriate decisions given the information I had.

In hindsight, I believe I handled this incident well, however I have reflected on mistakes such as my initial incorrect recording of information, and my nerves which caused me to momentarily forget my specific powers and lines of enquiry to deal with the two offences, which delayed the investigative process, and contributed to the stress.

Evaluation and Analysis - Context of the Incident

Reflecting upon this incident, the group may have gathered in breach of Coronavirus regulations because social gatherings can improve one's mental health. As Maslow's (1943: 370-96) hierarchy of needs highlights, the psychological need of relational interaction is important for a healthy life. When this psychological need cannot be met, such as during the country's national lockdown, feelings of isolation and anxiety can ensue, and this 'self-fulfilment need' cannot be met (Argyle 1992: 13-32). While this theory is helpful in understanding why the group had gathered, it is limited in its usefulness as it does not explain the loud music and neighbourhood nuisance they were causing.

It might be more accurate to suggest that the gathering may have been caused as a form of social rebellion against authority (Jeong 2008). As Jeong highlights, breaking laws – such as Coronavirus regulations – symbolises a power contest whereby the offender rejects authority structures such as the government, police, or parents in an effort to obtain a sense of pride and power. This is more helpful in understanding the 'Covid breach' as it better explains the use of antisocially loud music which was evidently not respecting the neighbourhood. This theory is supported by Dick et al. (2015) who proposes that groups' misbehaviours, or Peer Group Deviances (PGD), are common among university students because, as students leave their home environment and create new peer groups, the sudden lack of supervision can lead to antisocial, antiauthoritarian behaviour – an attempt to become one's own independent authority.

Furthermore, while the tenant's possession of cannabis may simply be due to the drug's relaxing effects, making it a common recreational substance (National Health Service 2020), there may be more sociological influences present. Smoking cannabis carries a certain appeal in some social circles as its possessor appears rebellious, exciting and mysterious (Duffy 2018: 22). Therefore the tenant may not have been attempting to subvert authority structures as Jeong and Dick et al. suggest, but instead may have wanted to elevate his social status in the group and appear exciting and bizarre for social credit. Additionally, because cannabis consumption is illegal, it means that those who smoke cannabis together often do so in secret, which increases social bonds between them (p. 22).

While Duffy's theory is useful in identifying that the social causes behind the gathering and cannabis possession may have been a means of social bonding, there was no evidence of cannabis being smoked by anyone in the gathering. It is improper to generalise and superficially suggest that all those present had smoked cannabis before my arrival, as this contradicts principle 3 of the Policing Code of Ethics: Equality and Diversity.³⁰

In a legislative context, while the group could meet under Article 11 of the Human Rights Act (1998), 'freedom of assembly', doing so in this emergency period was in breach of Regulation 8 of The Health Protection (Coronavirus Restrictions) (Wales) Regulations (2020).³¹ Furthermore, the tenant's possession of cannabis was in breach of Section 5(2) of the Misuse of Drugs Act (1971), possession of a class B controlled drug.

Evaluation and Analysis - Managing the Incident

The National Decision Model (NDM) is a tool put forward by the College of Policing (2013) to aid police officers in the decision-making process by utilising a simple step-by-step structure of thought.³² While stressed and making some mistakes which I shall highlight, I took care to ensure I followed the NDM when resolving this incident.

Upon reflection, I believe that I particularly applied the first step of the NDM well, gathering information and intelligence. I obtained each person's details, confirmed them with evidential documents such as driving licences, and conducted police checks on each of them.

This was the beginning of my criminal investigation because, as well as speaking with the suspects and engaging in conversation with them, I was ascertaining if they were indeed from different households, as the initial call had stated.³³ As Nutt (2007) highlights in his quantitative

³⁰ "Police officers act with fairness and impartiality. They do not discriminate unlawfully or unfairly." (Bryant and Bryant 2020 p. 76)

³¹ "A person may only gather indoors with someone other than a member of their household or their carer, or the person they care for, if they have a reasonable excuse for doing so" (The Health Protection (Coronavirus Restrictions) (Wales) Regulations (2020) p. 3).

³² The NDM has five stages: (1) Gather information and intelligence, (2) Assess threat and develop and working strategy, (3) Consider powers and policies, (4) Consider options and contingencies, (5) Act and review. This process encircles the policing Code of Ethics which remain central to the decision-making process.

³³ I also checked their details on police systems to learn of any hazards posed by the individuals which I could not have known beforehand. Knowing necessary 'warning markers' about individuals is important to allow police officers to manage risks and anticipate and mitigate potential hazards which individuals may present (HMIC 2017: 5).

study, decisions are more likely to be effective when the decision-maker has more information about the incident.

I ensured my tone of voice was friendly and that I remained professional, according to the Policing Code of Ethics: Authority, Respect and Courtesy.³⁴ Upon reflection, I saw that my lack of confidence and presence of stress caused me to become hasty in taking the suspects' details. I made some spelling errors which resulted in police checks being inconclusive in the first instance. Taking a deep breath, I then obtained more correct details. Gathering correct information is integral to the decision-making process and investigations, for if I could not prove their different addresses, I could not prove the 'Covid breach' offence.

I recognised that I needed to investigate two offences when I saw jars of a loose green leafy substance which appeared to be cannabis, and the tenant admitted his ownership of the cannabis. In hindsight, I should have cautioned the suspect with the 'when questioned' caution³⁵ so that he would be made aware of his rights before making any further admissions of guilt or details of his involvement in the offence. However, because I saw three jars, my mind was overcome with thoughts regarding this suspect's intent to supply the drugs, contrary to Section 5(3) of the Misuse of Drugs Act (1971).

Following the NDM, I then assessed the threat as low, and recognised the enclosed attic space to be a potential 'impact factor' (College of Policing 2013) which might have increased the risk of injury in the event of a physical altercation. To mitigate this, I stood near the door so as to have an easy escape route into a wider space.

Feeling anxious and under pressure in the moment, I now recognise that I did not consider my powers and policies as part of the NDM effectively enough. I froze, and my colleague prompted me to investigate each offence separately, recognise my power to search the suspects under Section 23 of the Misuse of Drugs Act (1971), and to mentally compartmentalise the offences in my head so as not to confuse myself.³⁶ Momentarily forgetting my specific powers and lines of enquiry to deal with the cannabis offence could have been avoided by remaining calmer and focusing on one offence at a time.

After the searches proved negative, I learned that the jars of cannabis had not been opened and were for the tenant's personal use. Following the NDM, I then considered my options. While it is South Wales Police's policy to issue a 'Cannabis Warning' for a first-time offender before seizing the drugs, I was in a position to use my discretion to either issue Fixed Penalty Notices to the others for the 'Covid breach' or let them leave with words of advice.

Police discretion is professionally informed decision-making (Bryant and Bryant 2020: 80), and lies at the heart of policing because each incident is different, and it is not always reasonable to prosecute for every crime.³⁷

³⁴ "Police officers act with self control and tolerance... [treating people] with respect and courtesy." (Bryant and Bryant 2020: 75)

³⁵ The 'when questioned caution' is as follows: "You do not have to say anything, but it may harm your defence if you do not mention, when questioned, something you may later rely on in court. Anything you do say may be given in evidence." (Bryant and Bryant 2020: 188)

³⁶ Solving problems through compartmentalisation to reduce stress has been extensively studied and recommended by Bakker et al. (2005: 43-61) and Showers (1992).

³⁷ While police discretion is "the freedom of the individual officer to act according to his or her own judgment in particular situations" (Jones 2008: 82), it may be more accurately defined as "professional judgment" (Bryant

Police discretion may be criticised by those that say that empathy is not professionalism. Choosing not to charge or prosecute an offender because they have never been subjected to the criminal justice system before is a matter of personal empathy towards the offender, and this is determined by personality and temperament (Poyser 2004: 5-17). Furthermore, as the MacPherson Report (1999: 6.31) highlights, police discretion can lead to the officer's bias influencing their decision-making.

While the disadvantages of police discretion may sometimes make police action appear unfair or biased, the advantages of discretion far outweigh the drawbacks. Discretion is integral to policing because the British police's workload is reaching maximum capacity, and it would increase to breaking point if every crime is investigated and every offender charged (Bryant and Bryant 2020: 81). Furthermore, legislation can often be complicated to apply, hence the importance of lawyers and case laws. Therefore, a police officer's knowledge of the law, and interpretation of the situation, is the best tool one can use in the absence of a lawyer on every street corner. Therefore, from a practical standpoint, officers' discretion is advantageous.

In this situation, I decided to issue those present with Fixed Penalty Notices (FPNs) because firstly, this offence took place a considerable period after the initial national lockdown, and therefore these students had ample opportunity to understand the deviancy of their actions. Secondly, the fact that those present were comfortable gathering with an illegal drug evidently on display and perhaps being consumed by the tenant gave me the impression that these students were comfortable with this criminality. Therefore, my decision to issue FPNs was in the hope that paying a penalty fine would introduce the students to the reality of the law and deter them from crime in the future. I believe that this was the best decision because upon my arrival, one of the students said, "Don't worry, we'll just get a slap on the wrist". This suggested to me that it would be insufficient to let the students leave with words of advice as they did not understand the severity of their actions. Discretion, therefore, was useful as it allowed me to issue fines with the motive of rehabilitating the offenders, rather than letting them leave without any penalty, perhaps leading to future 'Covid breaches' and a perception that the police are 'soft' on low-level criminality.³⁸

It was important that my criminal investigation satisfied the requirements of the CPIA (1996), which sets out a Code of Practice for the correct management of suspects and retaining of information. According to Section 23(1)(a) of the Act,³⁹ I was responsible for pursuing all reasonable lines of inquiry, whether in favour or disfavour of the suspects. In this case, I did not deem it reasonable to seize the tenant's mobile device to obtain information about the cannabis supplier, because he was a first-time offender of a relatively low-level offence, and seizure of his mobile device would have been unnecessarily intrusive (CPS 2018).

I also ensured that the personal data I collected was stored correctly in my password-protected electronic pocket notebook, and the Body Worn Video footage securely uploaded and retained on

and Bryant 2020: 80) because this introduces the duty of an officer into the decision-making process, rather than diluting the word to simply mean 'common sense'.

³⁸ The notion of penalties acting as rehabilitation is seen British road traffic legislation, whereby penalty points on one's licence are valid for three years, after which they are removed. In essence, there is "a three year rehabilitation period" (The Information Hub 2020), and repeat offenders continue to accumulate penalty points (Watkins 2003 :110).

³⁹ "Where a criminal investigation is conducted all reasonable steps are taken for the purposes of the investigation and, in particular, all reasonable lines of inquiry are pursued." - Section 23(1)(a).

police systems, in compliance with Section 23(1)(b),(c).⁴⁰ Finally, I ensured that the circumstances of the incident and relevant personal data were written on the Fixed Penalty Notice document to be revealed to the police's ticket office, who were to aid in the prosecution of the suspects, in compliance with Section 23(1)(e).⁴¹

Upon reflection, I see numerous ways in which my bias could have impacted upon the decision-making process. 'Bias' is prejudiced views towards another, whether learned or innate (Steinbock 1978: 247-256). Specifically, 'confirmation bias' is the tendency to search for or esteem information that confirms one's existing views, while giving less attention to contradictory evidence (Plous 1993: 233). While the suspects had opportunities to provide defences regarding their presence at the location, I did not ask them if they had reasonable excuses to be there because I assumed deviancy due to the noise complaint.⁴² Furthermore, the 'halo effect' is where one negative trait in someone causes an observer to view everything about them as negative, and this could lead to discriminatory treatment (Nisbett and Wilson 1977: 250-56). I needed to ensure that I followed South Wales Police's policy of issuing the Cannabis Warning rather than impulsively deciding to arrest the tenant suspect, which, while valid, was unnecessary and would have been motivated more by my annoyance at the offender rather than objectively assessing the requirements of the situation.

Action Plan and Conclusion

Going ahead, I will ensure I take correct details from witnesses and suspects by reading the information they have given me back to them, checking this against documentation, and ensuring I remain calm when my stress causes me to overlook small but important details such as names and addresses. This should result in greater data quality and therefore more informed decisions. I will also create a document on my police mobile device containing brief notes about my powers and policies regarding certain situations, to be read during quiet moments on duty to familiarise myself with these procedures. This will give me brief structures to help me order my investigation when I encounter similar situations, to keep me from overthinking when my decision-making is clouded by unnecessary stress. Finally, I will change my mobile device's background screen to the NDM, to help structure my decision-making when I may have forgotten this useful tool during often fluid and complex incidents.

In conclusion, I am proud to have used my discretion effectively in this investigation, as well as use the NDM to help structure my decision-making when I felt confused or overwhelmed with information. Practically, I have learned the importance of remaining calm and investigating each offence separately when dealing with multiple crimes. This experience has helped me to better manage my emotions by recognising when I experience stress and learning to remain calm and collected when making decisions based on evidence rather than on potential biases. Learning these lessons, and applying my action plan, I will manage offenders and conduct investigations with increasing confidence and professionalism in my role.

⁴⁰ "[Provision] that information which is obtained in the course of a criminal investigation and may be relevant to the investigation is recorded" - Section 23(1)(b), and "any record of such information is retained" - Section 23(1)(c).

⁴¹ "[Provision] that information...and material...is revealed to a person who is involved in the prosecution of criminal proceedings arising out of or relating to the investigation and who is identified in accordance with prescribed provisions" - Section 23(1)(e).

⁴² However, the students were given ample opportunity to provide me with any defences, and could appeal against the FPN once received in the post.

Word Count: 2,717

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
When taking witness statements from victims and witnesses, I have realised that, while I am able to write effectively about the details of incidents, I sometimes forget to ensure the 'points to prove' for the offences are covered in the statements. ⁴³ I therefore will improve my statement writing to ensure the 'points to prove' for offences are included.	I will familiarise myself with the 'points to prove' for the most common offences. Before completing statements in the future, I will identify the 'points to prove' through a booklet or app in my mobile device and ask the witness necessary questions to add any points in appropriate parts of the statement. Over time, I will remember the 'points to prove' to write in the first instance.	My shift Sergeant can provide support because he has the most experience of writing high-quality statements, and being my supervisor, he can see each statement I write to assure quality. Furthermore, I can access 'How To' guides on writing better statements, found on South Wales Police's 'Learning and Development' intranet page.	I will aim to achieve this goal by December 2021, giving me a six-month window. I have chosen this timeframe because the key to success in this area is repetition and I should have written many statements in this timeframe. This timeframe is not larger because this is an important aspect of day-to-day policing, and the six-month window will keep me motivated to improve.
I have recognised that, while I am comfortable and effective in suspect interviews when I have a rigid plan and structure, I need to learn to be more responsive and adaptive to change, such as when receiving prepared statements from	I will arrange and complete a week-long attachment with South Wales Police's Case Progression Unit, where I can watch and conduct many interviews with different officers, to learn from them and get the experience I need. I	A colleague on my team is known to be highly effective in interviews. I will speak with him to learn from his experience and arrange to join him in interviews when circumstances allow. Furthermore, a friend of mine is an officer in the	I will set myself until November 2021, giving me a five-month timeframe. I have chosen this timeframe because suspect interviews are integral to preparing evidence for court, and I also enjoy conducting interviews, so I feel disappointed when I

⁴³ This makes it harder for a reader to find the key parts of the statement where the offence(s) at hand are described, and it is sometimes unclear whether the offence has actually occurred in the statement or not.

solicitors or receiving partial admissions from suspects. I can sometimes become anxious, and my thoughts can become clouded due to the lack of structure. I therefore will improve my suspect interviewing skills to improve my fluidity and adaptability to the suspect's answers or actions.	will also take initiative by volunteering to interview each suspect given to my team when we are required to progress cases in custody.	Case Progression Unit, and he can help me arrange my attachment with this department, offer me advice from his wealth of experience, and point me to other sources of support he may know.	do not perform as well as I want to. Therefore, I will aim to learn these important skills in a shorter timeframe as this is key to improving my role capability and my enjoyment at work. This will also require a lot of practice, hence why the timeframe is not shorter.
When completing Public Protection Notices (PPNs), I often find it difficult when writing about what I saw which identified vulnerability and risk. ⁴⁴ Although I am able to gauge risks, I find it difficult to describe my observations in a way which highlights the risks and salient points, while maintaining necessary detail and respecting data privacy. I therefore need to improve my understanding of what, and how, information is included in a PPN.	I will read articles about identifying and communicating vulnerability in PPNs. Additionally, I will access guides and workshops on completing PPNs to improve my understanding of this aspect. I will also ask my more experienced colleagues to proof-read some PPNs if I am struggling. This should ensure clarity and concision when I feel unclear on certain features of my writing. Finally, I will plan to view my Body Worn Video footage of the incident at hand, to remind myself of what I saw, and take time to identify any risk indicators or details I may have initially missed.	I can read articles on the College of Policing website and also access 'How To' guides on completing PPNs found on South Wales Police's 'Learning and Development' intranet page. Furthermore, I have noticed that my experienced tutor is particularly effective at communicating what he sees and matching this with his knowledge of vulnerability. Therefore, he will be a useful source of support, and he can direct me to other sources of information from which he has learned.	I will set myself until September 2021 to achieve this goal. I have chosen this relatively short timescale because PPNs are designed to highlight risks for vulnerable people. It is therefore important for the safety of those with whom I come into contact that the necessary risk indicators are identified and communicated effectively to partner agencies who can in turn provide the most appropriate support. Being apathetic about this goal could increase risks to others' safety if I am not striving for development in this area. Also, since submitting PPNs is a common practice on duty, I can gain lots of experience in a shorter timeframe.

⁴⁴ I write this in the 'Officer Observations' (free text) space of the form.

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

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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: Joshua Ludlow (Learner, Electronic signature or type name)

Date: 17/06/2021