

Graduate Diploma in Professional Police Practice

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.

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- Your workbook must contain the items specified in the table below (clearly identified and in the order given);
- You should use this particular document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf 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.

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

Police officers are renowned for possessing high levels of stress within the job, when compared to other professionals (Russell, 2014, p. 368). Therefore, utilising effective coping strategies to reduce job related stress and develop resilience is essential. Having resilience is an important aspect of the job. It is the ability to cope with and adapt to stressful situations, and the ability to recover from difficult and stressful events that may occur on the job or within our personal lives (Prati and Pietrantonio, 2009, p. 27-28). This essay will discuss the meaning of stress and the various coping strategies that I have made use of to minimise stress and develop resilience within my new role as a Police Constable. It will also discuss how starting a new job, meeting new people and going through examinations cause stress. Furthermore, I will compare these coping strategies, exploring how they differ and how each is applied.

According to Harkness and Hayden (2020, p.1-2) there are two different meanings of the term stress. The first is where an individual is exposed to events or challenging environments, often referred to as stress exposure. Stress exposure can be separated into two different groups, acute stress exposure such as starting a new job or chronic stress exposure, which can be related to my journey as a new police constable, as I must pass all mandatory assessments and examinations within my two-year probationary period. Harkness and Hayden (2020, p. 1-2) continue to talk about the second meaning of stress, stress response. Closely associated with stress exposure, stress response is the body's natural reaction to a stressful situation from an external environment.

In starting my new role as a police constable, I have been exposed to both stress exposure and stress response. Even the seemingly insignificant components of starting a new job, such as the commute to and from, different and unfamiliar environments, meeting new people and developing professional relationships contributed to my own form of stress (Meadows, 2016, p. 22-23).

Individuals attempt to cope with the pressure and emotions of stress in their lives in a variety of ways, for example, offloading to family, socialising, pursuing hobbies and exercise (Ickes et al. 2015, p. 17-18). I have had to adapt and apply a variety of these coping mechanisms to my own personal life. The main coping strategies that I have used are social support groups, hobbies and regular physical exercise. Making use of these strategies are an essential platform to develop resilience (Seaward, 2017, p. 345).

Social support is an important aspect of maintaining physical and mental health. The company of family members and groups of friends act to alleviate the negative effects of stress and promote well-being. (Ozbay et al. 2007, p.37). My family is my biggest support system, I frequently find myself unloading to them, and the emotional burden does not feel as heavy when shared with others. I know that no matter what difficulties or challenges I may face; my family and friends have been there to support me emotionally and have provided invaluable guidance that has helped me get where I am today. Furthermore, I feel that social interaction with friends has aided me to cast my mind away from the stressors of a new job, the challenges and the overall new environment.

A hobby is said to be the best escape from stress. Taking part in an activity that provides pleasure and helps you forget about the negative effect of stress, thereby enabling clear thinking and taking the mind away from the problem (Seaward, 2017, p.347). My time spent in the pursuit of my hobbies was a beneficial strategy that alleviated the stress that I felt at the time of starting my new job as a police constable. I thoroughly enjoyed going to rugby training twice a week and playing a game on the weekends. Rugby is a contact sport that necessitates a certain amount of aggression, and while I couldn't go overboard, I was able to blow off a considerable amount of steam. Rugby gave me an outlet for my frustration that I do not think I could get from going for a run.

Research suggests that physical activity has many therapeutic and health benefits and is said to improve the way that the body handles stress (Jackson, 2013, p.16). During physical activity, the stress hormones are reduced and the production of the brains feel-good neurotransmitters, known as endorphins, are increased which precipitates feelings of positivity and happiness. Furthermore, it releases hormones such as dopamine and serotonin that positively affect mood and behaviour (Harvard Health, 2020). In addition to playing regular rugby as a personal hobby, I also attend the gym to keep fit and de-stress from daily work challenges that have been presented to me during my initial training. I found it extremely difficult to sit all day and revise, whilst attending teams lectures and found going to the gym

reduced my work related stress, refreshed my mind and I was able to approach work more positively after stepping away from it for an hour to work out.

An important aspect of applying these coping strategies is to develop personal stress resilience. Stress resilience refers to the ability to cope and adapt mentally and physically to an overwhelming crisis. When stress is effectively managed, the short-term stressors can aid the development of physical and psychological resilience, thereby allowing for stressful situations to be dealt, with ease. It is said to increase personal happiness, mental and physical health, compassion and improve problem solving skills (Seek United, 2020).

Coping strategies for stress fall under 3 different styles. The first is Task-oriented coping which focuses on a problem-solving approach. The second is Emotion-oriented coping, this strategy calls upon controlling your emotions. The third coping strategy style is avoidance, replacing the feeling of stress with another feeling (Garis, 2020). I have made use of all three of these styles based on my coping strategies. The social support I get from my family and friends are to vent my emotions and to find a solution to my problems, which falls under task-oriented coping and emotion-oriented coping. Hobbies and Physical activity both fall under the avoidance style, they are used to take my mind away from the stress.

The primary difference between task-oriented and avoidance coping approaches is that one focuses on confronting the problem head-on, while the other attempts to avoid the problem entirely. They are, nonetheless, comparable in how they relieve stress and enhance psychological well-being. Emotional-oriented coping varies from task-oriented and avoidance coping in that it is thought to be more related with emotional pain of stress since it focuses attention on the emotional experience (Endler and Kocovski, 2001, p.239-240).

It is said that task-orientated and emotional-oriented coping strategies are the most pro-active, regarding the efforts to alter the stressful situation. Although avoidance coping does alleviate stress in the short-term, it does not tackle the problem. Task-oriented coping aims at tackling the problem head on and therefore is the most effective coping strategy (Kariv and Heiman, 2005, p.4-5).

The Development of resilience has been positively linked to task-oriented coping. Emotional-oriented and avoidance coping, however, is frequently associated with lower resilience (Campbell-Sills, Cohan and Stein, 2006, p. 585). Even though physical activity falls within the avoidance coping strategy, it is said to be an effective strategy in developing resilience. It also helps with your physical health and mental health, proving to be an effective coping strategy for overcoming stress and building resilience (The Kimberly Center, 2020).

To conclude, it is known that police officers possess increased levels of stress within the job when compared to other professions. Developing and utilising coping strategies for overcoming stress is paramount for developing resilience. Coping strategies fall under three different styles; task-oriented, emotion-oriented and avoidance. All three coping strategies have their benefits in dealing with stress, however task-oriented coping is said to be the most effective in developing resilience. Although physical activity falls within the avoidance coping strategy, it offers a variety of benefits to a person's physical health, mental health and the ability to develop effective stress resilience. Stress resilience is an important attribute to develop in order to grow as a person and to overcome stress. In my experience as a new police constable, I have sought to utilise all three of these coping strategies, in particular physical activity, which categorises under the avoidance coping strategy.

Furthermore, my social support system is a contributing aspect of stress relief, which offers both emotional-oriented and task-oriented coping. I have developed an effective stress coping plan through all of these coping mechanisms which enabled me to overcome stress and develop personal stress resilience.

(1441 words)

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 explore a conflict related policing incident in which I played a primary role with an offender. I will use Gibbs' (1988) reflective paradigm to reflect on the experience. I will discuss and reflect on what fundamental aspects of communication were employed throughout the incident and critically examine theories and models that underpin the causes of conflict within policing interventions. Furthermore, I will illustrate the application of core principles of equality, diversity and human rights, as well as the relevant code of practice considerations.

Graham Gibbs created the Gibbs reflective cycle in 1988 to give structure to learning from experiences. The model provides an analytic framework for examining experiences, and due to its cyclic nature, it's applied well to repeated experiences as it allows you to reflect and learn from past experiences, focusing on what went well and what didn't go well. The cycle is concerned with six phases of reflection; a description of the experience, feelings

throughout, an evaluation, analysis, conclusion regarding what was learned and action plan for how it would be dealt with in the future (Grant et al. 2017 p. 31).

The scenario will discuss a naked suspect roaming a local street whereby they jumped out in front of a vehicle, causing damage to the front headlight. The suspect was nowhere to be seen and so a search began to locate them. After speaking to the victims of the damaged car, I was given a direction in which the suspect fled. The suspect was later found lying down on a pavement in a nearby street; they were acting very erratically and seemed to be delirious as I approached. It was noticed that there were severe lacerations near the suspects genitals which looked as though they required immediate medical attention and so I tried to communicate with the suspect. They were showing signs of acute behaviour disturbance (ABD), a medical emergency with no clear definition, signs include; aggressive behaviour, rapid breathing, delirium, confused thinking and speech, agitation, and hallucinations (The Royal College of Emergency Medicine, 2022).

As a result, I updated the control room stating that I would need medical assistance due to the severe lacerations and potential ABD. As I began to speak to the suspect, they made an attempt to escape from us, I therefore had reasonable grounds for the use of force and application of handcuffs. Using my training, I safely took the suspect to the ground, in which they forcefully gripped my colleagues tactical vest. I further pushed their chest to the ground whilst handcuffs were applied for both the suspects safety and mine. As I suspected ABD, I turned the suspect on their side to ensure they could breathe and prevent positional asphyxia (Bryant and Bryant, 2021, p.361).

I continued to communicate effectively with the suspect, trying to identify what had happened, however, they were still acting out, which made it difficult to fully comprehend the entire situation. Throughout the entire incident, I continued to regularly update the control room on how the situation was going. As paramedics arrived, it was necessary for us to use reasonable force for the paramedics to see the suspect; their behaviour and altered mental state prevented the suspect from cooperating effectively and so safely holding them down to the floor so that paramedics could tend to the wounds was the only option. I did, however, seem to build some sort of rapport with the suspect, as they cooperated with me and rested their head against my hands whilst they were being seen to, as the ground underneath was hard, and I did not want them to further injure themselves. I decided not to arrest the suspect as I believed it was paramount for them to get treated and recuperate in hospital. I decided that the best course of action would be a voluntary interview and so I gathered all the necessary information required for future discussion. The suspects mental state improved

and was not deemed a threat to the ambulance crew; therefore, police presence was not required.

Prior to arriving at the scene, I felt apprehensive and nervous due to the limited information I was given from the control room. Despite this, I was required to act on my feet to the ongoing changing circumstances and mental capacity of the suspect. I therefore felt positive and confident that I could deal with the situation at hand because of the training I have received, and the skills and knowledge gained, that could now be applied to practice.

Once I exited the vehicle, I took the opportunity to adopt the THRIVE (Threat, Harm, Risk, Investigation, Vulnerability and Engagement) approach to conduct my initial risk assessment, following the guidelines regarding recognising and responding to vulnerable-related risks (College of policing, 2021c, p.6). I gathered as much information about the suspect's situation and made the appropriate judgement as to whether they were at risk of harm to themselves or others. I suspected that the suspect was under the influence of drugs and was suffering from ABD based on the mental arousal, delirium, violence and hostile behaviour that they were displaying, which according to the detention and custody risk assessment guidelines, are symptoms of ABD and require immediate medical intervention (College of policing, 2021b, p.13).

I felt prepared and ready to deal with the incident. Initially, my nerves were heightened as it was my first time dealing with potential ABD. I was further concerned for the safety of myself, my colleague and the suspect as they were a potential risk due to their erratic behaviour. I ensured that I was always situationally aware; maintaining high levels of situational awareness in conflicting situations enables police officers to perceive and process potential threats (College of policing, 2020a, p.2). Once the paramedics arrived at the scene, a big feeling of relief came over me, as they are in a much better position to treat medical emergencies. I remained open minded and non-judgemental throughout the entire incident.

I identified two offences that the suspect had potentially committed; Criminal damage section 1(1) 1971. I considered the following points to prove, there was permanent or temporary damage caused to the headlight of the car, this damage was caused by the suspect, there was no lawful excuse for the damage and the suspect either intended to cause damage or was reckless as to whether any damage would be caused (The crown prosecution service, 2021). The second offence was outraging public decency. The suspect was naked and running on a busy street, which is both in public and an act of a lewd nature, several people witnessed the suspect (Law Commission, 2015, p.2).

As this was a difficult situation, effective decisions were required to be made for the best outcome. I adopted the national decision model (NDM) which has the code of ethics as the centre of decision making; it is a six key component model that helps police officers' response to situations in a reasonable and professional manner and guarantee that all police decisions are consistent with the stands and principles outlines in the code of ethics. The components are: gather information, assess threat and risk, consider powers, identify options, take action and review (College of Policing, 2014b, p.2). Information was continuously gathered for the duration of the incident and the THRIVE method was adopted to assess the threat and risk, which enabled me to develop the adequate working strategy. Furthermore, handcuffs were applied for the safety of all officers and the suspect, and as mentioned, criminal damage and outraging public decency was identified. Due to the fact the suspect had severe lacerations and optional ABD, I decided to deal with this incident by way of voluntary interview.

I personally believe that I adapted well to the situation despite the suspects unpredictable behaviour and altered mental state. I tried my best to de-escalate and diffuse the situation and applied a variety of key elements of communication to fully understand and respond in a way that build rapport with the suspect. Communication skills are essential in policing; by carefully observing non-verbal cues like posture, tone of voice and facial expressions, you can fully understand and respect what someone is trying to communicate (College of policing, 2021a, p.5)

I kept eye contact with the suspect throughout, ensuring that my tone of voice was suitable for the situation. I spoke calmly and reassuringly when the suspect was acting delirious and remained positive throughout. However, there were times when the situation began to escalate, in which I ensured that I was assertive rather than aggressive, thereby making it clear that I wanted to help, but they were making it difficult for me to do just that. Due to the suspect being intoxicated due to drugs, there was a significant deterioration in their physical ability to communicate and therefore it became a barrier to communication.

I adapted to this using the LEAPS (listen, empathy, ask, paraphrase, summarise) communication model, an approach that is useful when dealing with conflict (College of Policing, 2020, p11). I listened to the suspect with no interruptions as they explained how they were feeling, I remained opened minded throughout and asked various questions to clarify the situation and fully comprehend what had occurred. I repeated back to the suspect on occasion and finally summarised the information that I had received to ensure that it was correct. This approach was difficult to follow on times due to the suspects altered mental

state; however, it did prove to be useful when they were cooperative. Furthermore, I also made use of the five-step appeal model, which allowed me to deal with the resistance of the suspect and give them the opportunity to comply with our request (College of Policing, 2020, p10). However, I did have to act and eventually place handcuffs on the suspect for the safety of all involved as they were acting out of order, placing me and my colleague in potential harms way.

Betari's box is a theory that underpins the causes of conflict within policing. It recognises the connection between human attitude and behaviour, and the application of this model focuses on identifying destructive cycles and altering attitudes in order to alter behaviour (Bhasin, 2020). Human attitude is thought to have a significant part in the behaviour we exhibit, and it is said that if behaviour or attitude is altered in any manner, it will change people's behaviour toward you since your behaviour will also change (Murphy and Beadle, 2013, P.16). Conflict may develop if the cycle is not broken, thus it is critical to recognise and actively deal with the process. Although the suspect was shouting verbal abuse at my colleague and myself, we remained professional and consciously thought about how our actions and behaviour would affect their attitude toward us. Therefore, we did not react negatively to their outburst, instead we understood that the suspect was having a tough time and chose to be supportive and treat them the best we could. This was shown to be effective, when on times, their behaviour positively changed, and they were cooperative.

On reflection, If I were to be faced with this scenario again, I would have applied handcuffs behind the suspects back instead of in front of them as this would have prevented them from reaching for my colleague's tactical vest in such an aggressive way. This would have further protected both myself and my colleague further. Police officers have a duty of care and should respect and protect human dignity, and maintain and uphold human rights of all persons, despite background, age ethnicity, ability, and religion (Murdoch and Roche, 2013, p24). As the suspect was naked, there were no items of clothing or blankets that we had with us that could be used as a cover up, therefore they were indecent in public for much longer than I would have liked, and I feel as though I did not protect their dignity. I would suggest that in the future, police officers should keep blankets of some sort nearby for similar emergency situations whereby human dignity should be upheld.

The use of handcuffs amounts to such an assault and is unlawful unless it can be justified (Bryant and Bryant, 2021, p.360). In this situation, good objective grounds for the use of handcuffs were identified and showed that our actions were reasonable and a necessary use of force (Bryant and Bryant, 2021, p.360). The suspect, as previously

identified, was acting delirious and had an altered mental state from what I suspected was from potential ABD. The suspect took an opportunity to reach for my colleague in an aggressive manner which, looking back now, had I not intervened when I did, could have resulted in a worse off situation than it already was. Moreover, they attempted to escape, and I had to react, considering the justification for the use of force and application of the handcuffs, for the safety of themselves, me and my colleague. Prior to the use of force, I did apply the principles of conflict management, effective communication, and strategies to prevent escalation of the situation, in which were effective on times, but the suspects irrational state meant they were unpracticable and continuously changing their behaviour.

To conclude, this essay has explored a situation of conflict regarding a naked suspect who carelessly walked in front of a slow-moving vehicle, causing damage to the front headlight. It was later discovered that the suspect was exhibiting signs of potential acute behavioural disturbance and had severe lacerations to their genitals, which required immediate medical assistance. Throughout the entire situation, I experienced a range of thoughts and feelings, however, did not let this get in the way of me conducting my duties effectively. I made use of several conflict management strategies which I believed to be effective on times, but due to the continuing altered mental state of the suspect, their behaviour and ability to cooperate was sporadic. Various modes of communication were employed, and close attention was paid to the suspects nonverbal cues, which allowed me to understand and respond to the situation and build rapport. The LEAPS, THRIVE, NDM, and Betari's box were all models and theories applied throughout the situation, all of which aided me in effective decision making and communication when dealing with conflict.

(2378 words)

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 critically assess an incident of domestic violence, with the inclusion of social context that may influence behaviour and legal legislation; the section of law in which the incident is placed. Furthermore, it will illustrate how my actions as a police constable supported the victim of abuse, demonstrating the use of relevant codes of practice and policing values were employed throughout.

The United Nations (2022) define domestic violence as a pattern of aggressive behaviour used to cause substantial pain or injury by a perpetrator, typically a partner or ex-partner. It includes controlling, sexual, and psychological aggression, coercive and violence behaviour. Domestic violence is anchored in a social context, often when the desires and ambitions of men and women are dealt with unequally (Roman, Poore and Martin, 2000). Violence is related to socially structured inequalities in the status and rights of individual sex, class, and race (Montesanti and Thurston, 2015). According to the crime survey for England and Wales, which was released in March 2019, 1.6 million women and 786,000 men between the ages of 16 and 74 suffered domestic abuse in the previous year (Office National Statistics

(ONS), 2019). This indicates that a further 814,000 women were victims of domestic abuse than their male counterparts.

A witness reported hearing aggressive behaviour, someone yelling “help!”, followed by the sound of a weeping child, and glass breaking coming from the residence next door, in a call that was received over the radio. As I arrived at the scene, I turned my body worn video on, acting in accordance with force policy on domestic abuse incidents. The victim, who had obvious bruising and open wounds to their arms, greeted me at the door. Permission was granted to enter the premises and conduct a house search, ensuring that the suspect was not present. It was unclear the full extent of the incident, and so had access to the premises been denied by the victim, there would be grounds to use the power of entry under section 17 of the Police and Criminal Evidence (PACE) Act 1984 by means to save life or limb. This is due to a child being present, and the first concept was to treat the call as high priority and life-threatening. A full pocket notebook (PNB) entry would be required with a detailed justification of actions (Bryant and Bryant, 2021, p.303).

The victim had an open wound which looked as though it required medical attention, therefore an ambulance was requested as a standard safety measure. When questioning the victim, questions were specific and direct, but asked in a supportive tone of voice. They eventually revealed that their ex-partner had attacked them after entering the property through the rear door. The suspect struck the victim in the face and kicked them in the chest; they then threw a glass vase across the room, which caught the victim’s arm and shattered, leaving open wounds.

A welfare check was made on the child to ensure that no psychological harm was inflicted. Children who are subjected to or witness their parents being domestically abused, may suffer from direct physical, psychological and emotional harm from living within the abusive environment (Enlow et al, 2012, p.1006). Under section 11 of the Children’s Act 2004, police officers have an obligation to safeguard all children, therefore a referral to social services was required. This complies with force policy which requires officers to refer all cases of domestic abuse where children are either present or involved. (Her Majesty’s Inspectorate of Constabulary and Fire and Rescue Services (HMICFRS), 2019, P.13).

A Public Protection Notice (PPN) would be required to make the referral. A PPN is a document used to share information with partner agencies; it allows officers to note any safeguarding concerns of any adults or children at risk and to explain why the referral was made (Welsh Government, 2022). Once a referral is made, the social services are required by law to investigate the matter under part 3, section 21 of the Social Services and Wellbeing

(Wales) Act 2014, whereby they have a duty to assess the needs of a child for care and support (Welsh Government, 2015). In collaboration with the police, a safeguarding assessment and child protection investigation will be carried out. This is to ascertain whether the environment is suitable and safe, and they will speak with the child, the family, and visit the family home (Child Law Advice, 2022). All social worker should be familiar with the new 2021 Domestic Abuse Act, as certain aspects of the act are particularly relevant to social care Practitioners (Gov.uk, 2022).

It was my professional and personal duty to ensure that the victim was provided safety and support fully. They have a right to be able to understand the information given to them and to be understood; therefore, it was important for me to establish whether English was the victims first language and whether I, as a police constable could understand the victim (College of Policing, 2021e, p.3). Due to the victim's heavy foreign accent, there were a few small language hurdles; nonetheless, with a little perseverance and the confirmation of fact, I was able to take an effective witness statement and accurately record everything said by the victim and the child. If this was not the case, and the language barrier persisted, an interpreter would be necessary to ensure that all of the information was received by the victim and fully comprehended (Dinisman et al, 2022, p.6).

I remained compassionate and empathetic throughout, supporting the victim in an ethical and appropriate manner. The victim was provided with the appropriate safeguarding advice, which attempts to put measures in place for them, thereby preventing further abuse from occurring. A contact number for Women's Aid was given; a domestic abuse charity that helps women who have experienced domestic abuse. They provide several forms of support, including accommodation, support groups and safety planning (Women's Aid, 2022). This is in accordance to the code of practice, right four, which states that victims are to be referred to services that support victims and have services and support tailored to their needs (Ministry of Justice, 2020, p.1).

Victims have the right to make a Victim Personal Statement (VPS) (College of policing, 2021, p.3). The victim was offered the opportunity to make a VPS immediately after conducting the witness statement. This statement, which is included in the case file used in court proceedings, is another opportunity for the victim to provide details about the incident, the impact it had on them, and any support they might need (Bryant and Bryant, 2021, p.220). This further complies with the summary of victim's rights, which states that they have the right to have the details of the crime recorded by the police as soon as possible after the incident (Ministry of Justice, 2020, p.1).

An inquiry was made into whether the victim would require special measures when attending court, however it was not required. Special measures are crucial for the welfare of victims since they affect the quality of the testimony they provide. They can testify behind a screen or through a live link from a different room where they are in a secure atmosphere if victims or children feel exposed or afraid (Bryant and Bryant, 2021, p.642).

The victim consented to participate in a DASH (Domestic Abuse, Stalking, and Harassment) assessment, which consists of a series of questions designed to help all participants understand the possible risk that victims may face (Safe Lives, 2022). Prior to asking the questions on the DASH form, it was crucial to clarify the confidentiality, information sharing, and MARAC (Multi Agency Risk Assessment Conference) referral procedures. This created transparency and clarity regarding the potential uses and sharing of the information they reveal (Home Office, 2013, p.1). Due to the high score, it was evident that the victim was at risk and required help. It was therefore necessary to make a MARAC referral.

MARAC is a multi-agency meeting where information is shared to representatives of local police, child protection, independent domestic violence advisors and other specialists from the statutory and voluntary sectors to discuss high risk domestic abuse incidents. Options for enhancing the victim's safety are explored, and a coordinated approach is implemented (Home Office, 2013, p.1).

Competency and Values Framework (CVF) outlines behaviours and values that serve as the foundation for local and national processes. It ensures that everyone working for the police is aware of the expectations, which raises standards for the public's benefit and safety (College of Policing, 2016, p.3). These competencies are underpinned by four values that support everything we do: transparency, public service, integrity, and impartiality.

My decisions and actions were transparent throughout, thereby ensuring that I was honest and open in my interactions with the victim and the child. This was to enable a trusting relationship with myself, the victim and the child involved in the incident (North Yorkshire Police, Fire & Crime Commissioner, 2018). Furthermore, I had a duty of care to act in the best interests of those involved; showing resilience and determination to overcome the various language and ethnical barriers that were present, ensuring that all information was understood, and the best outcome was reached (Niki's Int'l Ltd, 2019). Maintaining high levels of professionalism on the job and upholding the values and expected standard of the police service is paramount. I personally feel as though I remained impartial throughout the engagement with the victim, thus ensuring that I was unprejudiced, fair, and objective in regard to all decisions made and the support given.

A full description was noted of the suspect and circulated amongst other officers and myself, who conducted an area search to locate the suspect (Bryant and Bryant, 2021, p.305). The suspect was located, and a dynamic risk assessment was conducted to assess the risk to the officers, with regards to the suspect having on their person, a concealed weapon. Their identity was confirmed, and they were later arrested under section 47 of the Offences Against the Person Act 1861, occasioning actual bodily harm (Crown Prosecution Services, 2022). The caution was provided, and the relevant necessities of arrest was stated. Under section 32 of the PACE Act 1984, a search was carried out to ensure that the suspect had no harmful items in their possession or concealed within (College of Policing, 2020b, p.2). The suspect was conveyed to custody, where their detention was authorised. They were then interview about the incident and released on bail while waiting for CPS advice. The victim was updated in line with the victim's rights, 'to be provided with information about the investigation and prosecution'. It states that the police have an obligation to notify the victim as soon as possible, with regards to any key decisions made about an arrest, interview, and release of the defendant (College of Policing, 2021d, p2).

Once the suspect was booked into custody, the witness who made the call to the police was approached and a witness statement was taken. Although they did not physically see the incident take place, they were still shaken up and concerned for the welfare of the victim. I ensured that I followed the relevant code of ethics when approaching sensitive matters. I remained diligent in carrying out my duties and reassured the witness that any information provided would be treated with respect (College of Policing, 2014a, p.4). The witness was made aware of the additional support available from the witness service which includes victim support, a service run by volunteers that offers information on court proceedings, emotional support and advice. An attempt to identify further witnesses was made through house-to-house enquiries but to no avail.

As a police constable attending a domestic violence incident, it was my responsibility to consider all procedures and act in accordance with codes of practice. A Domestic Violence Protection Notice (DVPN) was considered however due to the fact the victim and suspect were no longer in a relationship and not living together, this was not necessary. Police can issue a DVPN in relation to a domestic abuse incident as an emergency eviction notice. It provides the victim with immediate space and support needed (Gov.uk, 2020).

To conclude, this essay has explored a domestic abuse incident whereby a victim was physically assaulted in the presence of a child in their own home. Domestic violence is a pattern of behaviour by a perpetrator, by means to inflict physical, psychological, or emotional

trauma on an intimate partner. Throughout, the appropriate policies and procedures were adhered to; a victim personal statement was thoroughly documented, and a public protection notice was required to make a referral to social services. A DASH assessment was completed and a referral to MARAC was made in the best interests of the victim and child involved. The victim was provided with the necessary safeguarding advice, in addition to victim support services that help women who have been subjected to domestic violence. An arrest was made following identification of the suspect, whereby they were conveyed to custody, interviewed and later released on bail for CPS advice. The witness was made aware of all support available to them, should it be required, and they were supported by police officers throughout. My decision making as a police constable was supported by the competency and values framework, which outline the expected behaviours and actions of all police officers, to raise standards and improve the safety of the public. It was ensured that the victims code, outlined by 12 rights, were provided to the victim.

(2251 words)

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 examine a domestic incident regarding a juvenile female suspect causing criminal damage to her mother's property. It will critically assess the situation in terms of social and legislative contexts and reflect on how the National Decision Model (NDM) was used to assist in resolving the incident. My duties and actions as a police constable in relation to the provisions of the Criminal Procedures and Investigations Act (CPIA) 1996 will also be assessed, together with an assessment of the role of discretion in the decision-making process. It will be discussed whether bias has the ability to affect the decision-making process.

The NDM is a specific police framework designed to standardise all decision making. Introduced in 2012, the NDM seeks to provide the policy basis and ethical underpinning for taking action, or for deciding not to act. All police officers are expected to uphold the Code of Ethics and policing values; therefore, this model becomes an essential component of their daily duties (Roycroft, 2019, p.6). It has six key elements, a mnemonic of CIAPOAR: Code of ethics, information, assessment, powers and policies, options, actions, and review, all of which were applied to the incident being discussed.

Prior to attending the incident, we were only provided with a limited amount of information, thus it was necessary for us to immediately think about the NDM and begin gathering as much information and intelligence as possible. A Police National Computer (PNC) check was carried out on the suspect and victim; it is a large database that contains information about prior convictions, cautions, warnings, or reprimands. As a result, police officers can determine whether the suspect is likely to retaliate violently (Bryant and Bryant, 2021, p91).

I began assessing the potential threat that we could be faced with on arrival, for example, possession and use of a weapon that could be used towards officers. Therefore, it was crucial to always remain situationally aware. Furthermore, our body worn video cameras were activated to capture both video and audio evidence as we attended the incident.

I began to engage in conversation with the victim, who explained what had happened. It was disclosed that the suspect had come home intoxicated and began being verbally abusive towards the mother. As the situation escalated, the suspect threw food and kitchen appliances, including the microwave, on the ground. Officers were taken into the kitchen to be shown the aftermath, to which the suspect entered and further behaved aggressively towards the victim.

The victim discussed her wishes for not wanting the suspect to be arrested as she was a juvenile, and so the decision was made to gain control of the situation and consider alternative options. Officers used their professional judgement to resolve the incident without the need for arrest.

Plans were made for the suspect to be taken to a different address for the night, however, the suspects behaviour persisted, and she became verbally abusive towards both the victim and officers. I began to go through my five-step appeal with the suspect, thereby providing them with several opportunities to comply with my requests (College of Policing, 2020a). It became evident that they had no intention of complying, therefore, I had to consider what powers and policies I had to detain them. A final attempt was made to calm the suspect down, but they became even more irate and threw their phone at the mirror, smashing it. As all other options had been exhausted, there was no other option than to arrest the suspect for criminal damage. Criminal damage occurs when a person purposefully or carelessly damages or destroys another person's property (In Brief, 2022).

We also acted under section 117 of the Police and Criminal Evidence (PACE) Act 1984, which permits the use of reasonable force when an arrest is made (Humberside Police, 2022). This was due to the suspects behaviour and non-compliance with requests which

necessitated the need for handcuffs. If we did not act, there would have been potential for the suspects behaviour to worsen, thereby posing a risk to themselves or the victim. I was confident that I had multiple powers to support me with my decision in making the arrest and the decisions made throughout the incident.

A significant part of the NDM is the ability to reflect and review the decisions that were made (East Midlands Police Academic Collaboration (EMPAC), 2017). This was done after the incident had taken place, with my colleague. We evaluated the positives and negatives of the situation and how we believed we handled it. Overall, I believe that I performed my duty to the best of my ability, whilst considering the safety of everyone involved. We considered alternatives other than arrest, by means of using our professional judgement and remained transparent and impartial throughout. I recognise that we could have handled the situation differently when communicating with the victim, as the suspect was in hearing distance of what was being discussed between the victim and officers, thereby getting the impression that she was not going to be arrested based on what she heard. In retrospect, if I were to be confronted with this situation again, I would make sure that the suspect is segregated from the victim, so they cannot overhear what is being said.

Police discretion refers to the freedom of police officers to act and make decisions according to his or her own judgement in particular situations (Bryant and Bryant, 2021, p.78). There are many instances in a police officer's day to day work where they are to decide how to respond to a situation using their best judgement and wisdom rather than strict law, for example, the decision to make an arrest, to issue a traffic ticket, to perform a search on a suspect or to stop and assist someone in need. This does not mean that officers have the authority to make unlawful decisions, but rather they must use their knowledge of what is lawful and reasonable and what is unlawful and unreasonable to make appropriate decisions in stressful circumstances (Poyser, 2004).

The environment in which police officers work recognises the unpredictable nature of people, and as a result, not every circumstance can be predetermined by legislation to define the course of action to be taken. Therefore, police discretion enables officers to be more flexible and to handle each situation in a way that is in the best interest for the individual and their needs (Poyser, 2004).

The disadvantages include the potential for it to exacerbate a crisis or, if applied incorrectly, to violate an individual's rights. In addition, there could be instances of prejudice or favouritism in how the legislation is applied. Individual's experiences shape the perceptions they hold about particular areas of their lives, resulting in bias even when they are not

conscious of it. Police discretion is very effective when properly controlled, but because some biases and prejudices are inherent in human nature, it may be necessary to eradicate them (Nowacki and Spencer, 2019).

Being a young female, we decided against conducting a search under section 32 of the PACE act 1984, in the absence of a female officer based on our own discretion and the individual needs of the suspect; we would consider it a violation of their rights if we had searched the suspect. We did, however, keep the body worn video cameras switched on during the journey to record any steps we made to ensure the suspects and the participating officers' safety.

Biased based policing is referred to as the act of taking actions against an individual, using prejudiced judgement based on ethnicity, gender, race, age and sexual orientation (Kahn and Martin, 2020). Bias in policing can cause confliction between police officers and the communities in which they service. It is a deprivation of human rights; all individuals have the freedom from racial discrimination, one of the major human rights that should be upheld at all times (College of Policing, 2022c). When these rights are not upheld, it often leads to breach of trust within the community. For example, George Floyd, who died as a result of a police officer who knelt on his neck for over 8 minutes (United Nations, 2020). This act of racial discrimination was a breach of his human rights, and dehumanization based on race.

As a police constable, I showed impartiality throughout the incident and ensured that the victim and suspect were given equal opportunities whilst remaining unprejudiced, fair and objective. Despite having reasonable grounds for a section 32 PACE search, we decided against it as there were only two male officers at the incident. Therefore, it would have been a violation of her human rights and might have long term negative effects on her physical and mental health.

I remained transparent with regards to all actions and decisions made throughout. I ensured that my behaviour reflected that from the Code of Ethics, thereby acting to the best my ability in line with the relevant code of conduct (College of Policing, 2022d). I made sure that all decisions made were understood by the victim and suspect, providing a clear rationale for doing so, whilst being open and honest when communicating.

The Criminal Procedure and Investigations Act (1996) is a code of practice that seeks to determine how police officers should disclose material to the prosecution during the course of a criminal investigation (Health and Safety Executive, 2022). As the victim did not wish to pursue the incident, prosecution did not occur. However, prior to this decision, police officers still had to act accordingly and gather necessary information.

As the suspect was in the car of the arresting officer, we had a duty of care to safeguard. The seatbelt was fastened, and body worn video cameras was left switched on. As required by section 31 of the Children and Young Persons Act 1933, the juvenile was entrusted in the care of a female officer whilst in custody (Legislation Gov, 2022). In compliance with pertinent police procedures, they were also put in a waiting room without any adult detainees. This would not apply if the suspect was being charged jointly with an adult, as allowed by section 31 of the Children and Young Persons Act 1933 (College of Policing, 2022b).

As the investigator in charge, it was my responsibility to ensure that all recording of information was thorough, and that records were retained for the course of the investigation (Health and Safety Executive, 2022). The victim did not wish to complete a witness statement or attend court as they did not support police action. Furthermore, they rejected the request to take images of the damage and so a PNB entry was completed to support this statement. An officer statement was written up, despite the escalation of the incident; this was because criminal damage was witnessed by the police officers and an arrest made which required it to be documented.

An interview plan was created, and the suspect requested a solicitor; therefore, all necessary paperwork was prepared in readiness to hand over to the solicitor. Evidence that was obtained by the officers against the suspect was shared with the solicitor on a MG06a document in a disclosure meeting (Saunders Law, 2016). The suspect met with the solicitor, who provided guidance on how to respond in the upcoming interview (Ashmans Solicitors, 2021). The interview had to be conducted with an appropriate adult, which, by law, refers to a parent, guardian or social worker who acts to safeguard the interest of children who are detained or questioned, as stated by the PACE (1984), code C section 1.7A (Gov.uk, 2019). They ensure that the child is treated fairly and equally, thereby ensuring that they are able to participate effectively during the interview stage (National Appropriate Adult Network, 2018).

Once the interview was concluded, information was shared with the custody sergeant who decided the next steps to take regarding the suspect's case. In this case, the suspect was released under investigation pending a Youth Offending Service (YOS) referral. The YOS is a multi-agency organisation, whereby they collaborate to prevent children under the age of eighteen from entering the youth justice system. In addition, they aim to prevent children from re-offending (Brighter Futures for Children, 2022).

As an alternative, if the incident had gone to court, officers would have had to prepare a court case file. Case files are a collection of evidential material for the suspect and the

victim, that is to be presented to the Crown Prosecution Service (CPS); a public government agency that prosecutes criminal cases in England and Wales after police investigations (College of policing, 2022a).

To conclude, the NDM is a six key element police framework designed to standardise all decision making; it is embedded in all police officers without them realising. The NDM enables officers to make the most rationale and lawful decisions when in difficult circumstances, ensuring that they are acting in the best interest of individuals. During this incident, all aspects of the NDM were applied to practice, to aid decision making throughout and thereby prompting effective de-escalation of the incident. There were times in which officers had to decide on how to act. Whereby using their best judgement rather than strict law. In this case, the lawful decision was made to try and avoid arrest where necessary, due to the suspect being a juvenile. Not only that, but a section 32 PACE search was decided against as only two male officers were present; had a search been conducted, it would have been considered a violation of the suspects human rights. Bias in policing has the potential to cause conflict between officers and the community; taking action based on the premises of ethnicity, gender, age, race and sexual orientation is a deprivation of human rights. Acting in accordance with the Code of Ethics, all officers should ensure that the human rights of individuals are upheld at all times. As the officer in charge at the incident, it was my professional duty to ensure that all relevant information was retained for the purpose of the investigation, thereby complying with the Criminal Procedure and Investigations Act (1996).

(2351 words)

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
Arrest/Caution – Where an arrest is required, I would like to become more assertive in my actions to prevent the possibility of suspects attempting to escape before I have had chance to caution them.	I will achieve this whilst out on the beat. I will ensure that I use necessary force, but only if I believe the suspect to be a risk. For example, prior to giving a caution, I may grip the suspects wrist to prevent them from escaping police custody.	This can be supported by the officer safety training team, who offers training in arrest procedures and techniques. Furthermore, my colleagues can assist by requesting for my attendance on priority arrests and serve as the arresting officer. This will offer more experience and practice as a result.	1 month.
Knowledge of policing.	This will be achieved through experience, sharing knowledge with colleague's and research surrounding professional policing.	My colleagues can provide support through the sharing of their experiences whilst out on the beat. Additionally, prior to attending particular calls, they will be able to guide me and offer valuable advice that may contribute to my actions.	Revisit in 6-12 months.
Witness statement regarding Domestic	This will be achieved through repeated exposure to domestic violence incidents, and further practice. It can also be improved by sitting	My colleagues can provide support through sharing advice on how they complete a domestic abuse witness statement. They can also provide support through	3 months.

violence incidents – Ensuring that I capture all the relevant and important information on the victim and perpetrators past.	in and observing a colleague to take a domestic violence statement. In addition, I could request that a colleague observe me whilst taking a statement, and to read over my witness statement once done, offering advice and positive criticism that I can take and improve on for the future.	allowing me to sit in on one of their domestic violence witness statements. Furthermore, to sit in on my witness statements to offer me advice and positive criticism.	
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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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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: DYLAN HOWELLS (Learner, Electronic signature or type name)

Date: 10/07/2022