

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.

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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 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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	Bibliography	
Task 5	Development Plan	Equivalent 1000 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable

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.

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

ANSWER:

Psychological research has indicated that policing is an intense and stressful role for individuals to undertake which can lead to deterioration in police officer's mental and physical health, efficacy, and can lead to burnout and even suicide after an extended period of time (Queiros *et al.*, 2020). In the short time I have been a police constable I myself have experienced events that might be considered stressful and therefore to develop my ability to adapt and overcome these situations, I have maintained the use of two main coping strategies. The aim of this essay is to discuss and compare the value of each of these two strategies with a view to reflect on my practices to inform my future personal and professional development.

The first coping strategy I will discuss is regular physical activity. Prior to carrying out research into this topic, I was aware that a number of my friends and family had been using exercise to minimise their stress levels for a number of years. For this reason, in recent years I have tried to maintain an average level of fitness. However, since starting my role as a police constable I have decided to increase the amount of physical activity I undertake as I now understand the considerable levels of stress that officers are exposed to and wish to

have a way to control this. Whilst researching this topic I have found that there is growing evidence to show that exercise is one of the most effective strategies for reducing stress levels. For instance, Elmagd (2016) states that there are a number of different benefits to regular exercise which it could be argued could amalgamate to reduce stress in a number of different ways. Just some of these benefits include increased sleep quality which can help to improve wellbeing and reduce stress (Blaxton *et al.*, 2017), and a boost in endorphins which has been shown to increase the mental wellbeing of those that are clinically depressed (Craft and Perna, 2004). Aerobic exercise in particular such as walking, running, playing sports, etc., has been found to be one of the most effective forms of exercise in reducing stress levels (Hamer, Taylor and Steptoe, 2006). People have reported feeling calmer after a 20-30 minute aerobic session, with this effect sometimes lasting several hours afterwards (Jackson, 2013). The main form of aerobic exercise that I partake in is golf. Participation in golf has been associated with improved mental health and general well-being (Murray *et al.*, 2016). Since learning about the benefits of golf on mental health, I have increased the number of times that I play. I think it is important to have something to look forward to, especially when working a long set of shifts. There are many benefits to playing golf which include regular walking, social interaction, increased vitamin D intake, and improved sleep, etc., (Roald, 2016) and therefore it could be argued that all of these benefits combined should make this form of exercise exceptionally effective at reducing stress levels in those that play. This is supported in the fact that psychological research has highlighted the benefits of golf showing that those who play regularly score significantly higher on personal wellbeing scales than non-golfers (Sorbie *et al.*, 2020). In terms of resilience being on the golf course allows me to focus on something other than work-related stresses and gives me the time to compartmentalise certain stressful events that I have experienced during that set of shifts. As a result I consider my use of this coping strategy as very effective

in reducing my own personal and professional stresses, which also allows me the time to build resilience against certain events at the same time.

The second coping strategy that I use for dealing with workplace stress is maintaining consistent social interaction with my friends and family. There is extensive research in this topic area that highlights a link between social relationships and health benefits, both physically and mentally. The psychosocial explanation of how social relationships benefit mental health suggests that “social support” provides a bridge between socialising and mental health (Umberson and Montez, 2010). This explanation has been supported numerous times in the literature by researchers demonstrating the effects of social support on mental health and the ability to cope with stress (Pilcher and Bryant, 2016). For example, Bolger and Amarel (2007) demonstrated that those individuals who receive a high level of social support are generally healthier and better at coping with stress. Furthermore, it has also been found that oxytocin, a chemical which relaxes individuals, is released more heavily when a person is involved in social interaction (Kelly *et al.*, 2012) leading to feelings of reduced stress.

It is clear that the link between social interaction and a person’s ability to cope with stress is strongly supported in the literature. However, it should be brought to the forefront that social relationships are complex and can sometimes be a source of stress themselves (Birmingham and Holt-Lunstad, 2018). Both social and familial relationships can be sources of conflict, rejection, and disappointment and therefore it is unclear as to whether the interaction provides a complete buffer to stress or not. Social conflict is something that I have experienced myself and so I have not solely relied on this coping strategy to minimise the stress that I have experienced since becoming a police constable. Despite this, speaking

with friends and family is important to me and I am fortunate that I am able to combine these two coping strategies into one, that is having meaningful social interaction with my partner whilst playing golf. Having these different social relationships allows me to confide in others and put into words how I am feeling at the time rather than keeping it to myself. Being in this position provides me with a sense of belonging and meaning, both of which have been shown to protect against stress (Mayo Clinic Health System, 2021).

Ultimately when I compare the two strategies it is clear that they both provide me with stress relief in different ways. For example, golf is an effective way for me to relieve stress and improve my mental wellbeing on days where I don't feel content due to its associated benefits, whereas talking with friends and family allows me to be able to articulate and manage how I am feeling so that I can actively deal with the stress upfront. Since implementing both strategies into my personal and professional life, I have been able to better deal with stress and confront it head-on rather than hiding it.

1094 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.

Reflecting upon your incident evaluate the theories and models underpinning conflict models in policing.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Conflict has been defined as an activity of tension which takes place between two or more conscious beings (Nicholson, 2009). The tension that arises during conflict occurs because the behaviours or values of some people are not approvable and are rejected by others (Sam, 2013). In recent weeks as a police constable I responded to an incident of considerable conflict whereby a number of conflict management tactics were utilised in an attempt to control the situation. Throughout this essay I will reflect upon this incident regarding my actions and tactics used, relating it back to relevant theories and models of conflict management. I will be using the Gibbs Reflective Cycle to assist me in this process (The University of Edinburgh, 2020).

Prior to joining the police, I was part of a role that was non-confrontational and so I had only experienced conflict situations either through social media or via the television. Watching through a screen I believed conflict to be easily manageable; however, after having recently

been involved in a confrontational incident whereby a number of police officers were assaulted, I now fully understand the dangers that police officers are faced with and how difficult it can be to control a person who does not wish to be controlled. In recent statistics released by the Home Office, restraint tactics were used in 80% of police incidents in England and Wales in the year ending March 2021 (Home Office, 2021). Therefore, it is clear to see that conflict situations whereby a person needs to be restrained take place on a daily basis in policing and thus, it is important that I understand how to manage a confrontational situation and that I continuously reflect on how I can improve for the future to ensure not only my own safety but also the safety of my colleagues.

The incident that I have chosen to assess and reflect upon is one which resulted in an aggressive female being restrained using a number of different tactics to ensure the safety of the officers involved. The initial report to police was made by the victim of a domestic abuse aggressor stating that their ex-partner had been at their address unwanted and has caused a significant amount of damage to the front door. I responded to the call to assist my colleagues in an area search for the female as she had left the address prior to police arrival. The female was located shortly after in a nearby street. I attended the location to assist the officers with a search of the female. Prior to this, the female had been arrested on suspicion of causing criminal damage and I had been made aware that she had become aggressive and hostile towards the arresting officer. One of the skills taught within the Conflict Management Model provided by the College of Policing is “situational awareness”. This is the ability of a police officer to perceive and assess potential threats in the surrounding environment (College of Policing, 2020). I used this skill to carry out a dynamic risk assessment of the situation prior to conducting the search of the female. Using the National Decision Model (NDM) I decided it was safe to continue with the search as it was important

to reduce any threat posed by the female and to protect the safety of all officers at the scene. I then utilised the powers provided to me under Section 32 of the Police and Criminal Evidence Act 1984 to conduct the search as I had reasonable grounds to believe that she might present a danger to herself, to my colleagues, and/or to me (Legislation.gov.uk, no date).

One aspect of situational awareness relates to “impact factors”. These are factors of a situation which are likely to have a negative influence and make a situation more dangerous. Both alcohol and prior knowledge of the female were relevant impact factors that I took into consideration throughout the search. Evidence shows that the chances of officers being assaulted increases when dealing with intoxicated people (College of Policing, 2020). Therefore, I utilised my judgement and the principles of a safe search to ensure mine and my colleagues’ safety throughout. This involved positioning the female in a bladed stance whilst she was in handcuffs which limited her mobility and her hand and arm movements. The Conflict Management Model also teaches verbal communication skills to reduce hostility between the public and officers, such as being open and honest and treating people with respect. With this in mind, I remained respectful of the female during the search and made sure that she was dignified and comfortable throughout. Young (2017) argues that the techniques listed above are effective at building a rapport with a hostile person. Despite my efforts the female remained resistant and later became both verbally and physically aggressive towards myself and the other officers present. The female made threats to spit and kick at officers and also managed to knee herself in the face causing herself to bleed. It was at this point that I referred back to the principles of the NDM as I had gathered new information from the female to say that she would spit at officers. I then assessed the threat and risk and decided that whether the female was contagious or not, a spit guard would

protect officers on scene from contracting any illnesses if this were to occur. A further decision was then made to restrain the female on the ground and to use limb restraints in a final attempt to control her behaviour as she had started to kick out. At this point I felt the use of limb restraints was justified as their purpose is to gain control of a violent offender with minimum risk of injury to all involved (Police Service for Northern Ireland, no date). Therefore on reflection, if I was to be a part of this situation again I would not hesitate to use limb restraints if it meant protecting my colleagues from harm. The female was then conveyed to the local custody unit. During this time, she made highly offensive comments towards my colleague and also spat at me after the spit guard had moved out of place. Not long after we arrived at the custody unit where the female's detention was authorised and my involvement with her ended.

I understand the importance of reflecting on the incidents that I attend in order to continually develop my skills. I feel it is particularly important for me to reflect on this specific incident due to its nature and how I was made to feel afterwards. Therefore, I will now make use of the Gibbs Reflective Cycle to do so. One of the stages relates to feelings before, during, and after the incident. I was very aware that towards the end of the incident I had difficulties in controlling my emotions and felt very overwhelmed by what had happened. At the time I was unsure of why I felt like this and was frustrated at myself for getting upset in front of my new colleagues. However, having had the time to reflect I realise now that because I have never experienced confrontation such as this it was a lot for me to take in and to be able to process whilst still in that fight or flight response. Following the incident I now believe I am in a better position as next time I will be better prepared for conflict, and I will know what is expected of me in terms of controlling my emotions as I have built my resilience towards events such as this.

The next step of the reflection according to Gibbs is to evaluate the situation regarding what worked and what did not work. Dryer-Beers, Braddock, and Wire (2020) found that the most effective methods at reducing conflict in policing situations were emotion regulation, calmness, and communication skills. Unfortunately I was unable to remain calm during this situation so much so that I had to remove myself in order to settle my emotions. As a result of this my colleagues were at a disadvantage as I was unable to assist with restraining the female for a short period of time. However, one aspect of the incident that I found effective was my use of the communication skills that I gained from my previous role as a Community Support Officer to build a rapport with the female. Using communication is vital in every aspect of policing and even more so in a dangerous situation such as this. I made an attempt to use tactical communications, one of the first stages in de-escalation taught to me in training school, to prevent and then ultimately diffuse the situation that I found myself in. I found that the tactical options that I used worked for the initial stages of the call but then quickly became ineffective once the female had become aggressive. The options that I used included actively listening to her; I did this by maintaining eye contact and giving minimal encouragers such as head nods throughout my interaction with her. Secondly, I gave her the time to talk as often people in crisis will have difficulty in putting their sentences together (Police Executive Research Forum, 2016). Then my final option was using open body language to try to appear more honest and caring of her situation. Davies and Roberts (2011) provide evidence that the above tactics are effective when it comes to managing conflict and diffusing situations.

The third stage of the Gibbs Reflective Cycle involves analysing the incident and understanding the reasons why it was successful or not. One success was that for the

duration of the incident both my colleagues and I remained professional with the female. As a newly qualified police constable I was very aware of the Code of Ethics having recently learnt it. Throughout the incident I was mindful of the police standard of “use of force” and so I was able to keep my actions in line with the standards required of me at all times. The legislation regarding police use of force requires it to be proportionate and necessary to the situation - in this instance both of these requirements were met due to the female’s continued level of aggression and threats made towards officers. Upon reflection I understand that our level of professionalism and commitment to the Code of Ethics meant that we were able to successfully manage the situation ourselves. One aspect of the incident that was unsuccessful was my ability to regulate my emotions after being spat at. Research into police officer’s emotions following a distressing incident finds that newer officers were more likely to have difficulties in regulating their emotions than more experienced officers (Thornton and Herndon, 2016). I understand that I am a new police officer with little experience and so having reflected on this I know that my resilience will take time to build and match that of an experienced officer.

The penultimate stage of the reflective cycle is the conclusion. Overall, I am relieved to have returned from the incident unharmed and I feel proud of myself for handling the situation professionally and with confidence despite this being my first experience of conflict management. I have learnt that my ability to control my emotions needs improving; however, because of this experience I believe I will be in a much better position the next time a similar instance occurs. I believe that my resilience has improved as a result of attending this incident and I have utilised various coping strategies such as talking with colleagues to assist me in this. I will continue to approach my role with enthusiasm as although some elements

of the role are unpleasant, it offers me the opportunity to reflect on my work and therefore continue to develop myself professionally for the future.

To finish my reflection of this incident, there is an action plan stage that must be explored. In the time since I have discussed the incident with the colleagues who also attended where we have evaluated our behaviour and the actions taken, discussing how we could improve in the future. Through doing so I have been able to reflect and learn from others who are more experienced than myself. In future situations such as this, I would like to be more assertive and take control of the situation whilst attempting to communicate and reason in order to reduce any necessity to use force. Nevertheless, I am aware that in some situation's restraint is necessary for the protection of all those involved. This is my first and only experience of conflict so far as a police constable and so for the next six months I would like to make an active effort to attend more conflict situations in order to build my resilience and improve my ability to be able to deal with them effectively. I am aware that I will likely be single-crewed for most of my shifts in future which is the main reason why I would like to become practised in this area of policing as it is important that I am able to protect myself and others.

2197 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 discuss a policing incident that you have attended and critically explore how you dealt with competing issues law, social issues, culture and language.

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.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

A number of social and cultural issues have become more relevant in recent years and are spoken about in the media on a regular basis. It could be argued that both gender identity and gender affirmation, the main focus of this essay, are modern topics themselves. Gender identity is understood in the literature as what someone perceives themselves to be in terms of a male or a female (Wood and Eagly, 2015), whereas gender affirmation relates to a person's validation of their gender either psychologically, socially, or medically (King and Gamarel, 2021).

Throughout this essay I will be discussing and reflecting upon a recent incident whereby I arrested and investigated a male suspect of a burglary who identified as a female. During the essay I will reflect on my actions and behaviours during the investigative process which I will relate back to the Gibbs Reflective Cycle.

Prior to joining the police I had no experience of dealing with anyone going through the gender affirmation process. The little experience I have had is through viewing and reading stories of high profile cases online and in the news such as that of Caitlyn Jenner, and so I have very limited awareness of gender reassignment and what it involves.

Someone who is likely to be going through medical gender affirmation might be known as a transgender person. This is a person who experiences a contrast between their personal sense of their gender and the gender that was assigned to them at birth (Winter *et al.*, 2016). The Office for National Statistics (ONS) does not produce statistics relating to the number of transgender people within the UK; however, research shows that there has been a marked increase in the number of people who are transitioning to a gender different to their assigned gender (Fielding and Bass, 2018; Nolan, Kuhner, and Dy, 2019). I was aware that the issue of gender identity was being discussed more in recent years and so with all this put together, I had very sparse experience and knowledge of how to manage a situation with someone from the transgender community.

During the actual incident I was made aware that the subject had allegedly been inside a deceased female's property and taken items of both monetary and sentimental value, including money and jewellery. I had already met the subject two days prior to this when I attended the block of flats where she lives for a call for a sudden death relating to the deceased female. The subject had taken a great interest in the deceased and her flat before I asked her to respect the family and return to her flat. I could see that the subject was wearing female clothing including a dress, tights, and heels, and was wearing make-up. The subject disclosed to me that she was a transgender female. I am aware that people from the LGBTQ+ communities experience a number of mental health concerns, and therefore before

leaving the area I went to speak with her at her flat to ensure that she was in good health and that she did not need any support from me. There is evidence to show that transgender and non-conforming (TGNC) people experience worse mental health than their gender conforming peers (Carmel and Erickson-Schroth, 2016) and so I felt it was important for me to show that I cared and showed an interest in her welfare.

Two days later I had to arrest this female following the allegation of burglary. The sister of the deceased had confronted the female outside the block of flats and then both female's have walked to the police station to speak with officers regarding the allegation. The information and potential evidence had been passed on to me and I made the decision to arrest the subject on suspicion of burglary. I find making decisions of this nature difficult as there are many different considerations to be taken into account before deciding the final course of action. I wanted to ensure that the female was treated fairly and with respect, two of the many standards of behaviour expected of police officers in the Code of Ethics (College of Policing, 2014), and so I gave her the choice of either being searched by myself or my male colleague, and I also asked whether she would like to speak to either of us in private regarding her needs as a transgender female. She declined the offer to speak in private; however, requested that she could be searched by me. Out of respect and courtesy, I asked my male colleague to leave the room for the time being. During this time I asked her what her pronouns were as I did not want to assume her gender or to misgender her, to which she asked to be called "she" and "her". According to McLemore (2018), misgendering a transgender person is likely to cause that person to feel stigmatised and psychologically distressed. I made a note of her pronouns in order to make the officers within the custody unit aware of her wishes so that she would feel more comfortable. Evidence suggests that there is a substantial amount of stigma attached to a person who is transgender with research finding that transgender people experience increased prejudice, violence, and

discrimination (Hughto, Reisner, and Pachankis, 2015). Therefore, I made a conscious effort to ensure that the female felt safe, respected, and accepted during her time in the custody unit. I did this by taking the female into a side room with a female member of staff so that she could disclose her ailments and mental health concerns in a safe space. Paradiso and Lally (2018) found that transgender people often feel more respected when met with people who give certainty and who have a caring nature. I believe that throughout my different meetings with the female that afternoon I acted in a caring and non-judgemental manner. I also ensured that she was given clarification and certainty regarding what would be happening next in the process and what the likely outcome might be. I believe this gave her some peace of mind whilst she was waiting for me to prepare the interview plan. My dealings with the female after this point included interviewing her about the allegation of burglary where she was in the company of an appropriate adult and a solicitor, and then releasing her under investigation and taking her home to ensure that she got home safe and well. I felt it was important for her to have an appropriate adult in interview not only for her mental health but also to ensure that she was given equal opportunities, just as anyone else in her situation would have.

Whilst equality for all is important, it could be argued that treating a person with equity is just as important. Equity relates to providing fairness for all but also accommodating individual differences (Minow, 2021). Simply put equity is treating all people with fairness and respect but also tailoring their treatment to fit with their own specific needs. I have been aware of the term equity since training school and was concerned with ensuring that the female's own needs were met throughout my dealing with her, hence my non-judgemental and caring approach towards her, as I would do for anybody that I had dealings with. It is important for me to serve the victims of my local area whilst upholding the Code of Ethics, not only to

become a professional and respected police officer, but also because the standards set out within it fall in line with my own morals.

I will now implement the Gibbs Reflective Cycle model of reflection in order to reflect and evaluate how I managed the incident above so that I can apply any actions to future experiences. The first stage of the cycle involves reflecting on emotions before, during, and after an event. As I had never had experience with a person going through gender affirmation prior to this I initially felt apprehensive about knowing what I could or could not say and do. Upon reflection this was due to fear of upsetting or offending the female if I accidentally misgendered her for instance. Whilst transporting the female to her home address after she was released under investigation, we spoke about her situation and her gender affirmation journey which she spoke of quite openly. I learnt that from her perspective transgender people would prefer someone to be upfront with them rather than equivocate around the subject as it makes that person feel like an ordinary human being and that there is nothing different about them. I have since taken this advice onboard and will implement it in future by being more open and honest with anyone who I meet that is going through this or a similar process. Following the incident I now have a much better knowledge and understanding of the transgender culture and how to approach and support a transgender person to the best of my ability.

Looking back on the incident I am proud of how I handled the situation and how I treated the female considering this was my first time interacting with someone from the transgender community. I am naturally a caring and welcoming person, but I believe that by upholding the values of the Code of Ethics I ensured that I was able to deliver the best standards to both the female and the reporting person which in turn builds public confidence and trust.

This is supported by Feldheim and Wang (2014) who found that public trust in institutions increases significantly where there are higher perceptions of ethical behaviours.

One negative of the incident and what I found did not work so well was my lack of knowledge and experience with the transgender community. I was apprehensive upon meeting the female which probably showed to her, and I was not aware of the correct terminology or phrases that would have been appropriate and respected by members of that community. Despite this, I believe that I dealt with the situation as professionally as I could in the circumstances. As part of my action plan I will now spend more time researching the topic to build my knowledge so that next time I am better prepared. Some of the research I have undertaken as part of this essay has already expanded my limited knowledge, but I would like to continue to research this topic and also speak with colleagues who have experience with the transgender community to continue to add to this.

Reflecting on this incident has allowed me to evaluate my feelings, actions, and behaviours, and put together an action plan which I can refer back to when interacting with someone from the transgender community in future. Overall I believe that I acted as professionally as I could given my very limited experience with this community, and apart from bettering my knowledge and understanding and being more upfront with transgender people that I might interact with in future, I would not change how I dealt with and treated the female in question. I felt that I was welcoming, approachable, and thoughtful to how she might have felt in a male-dominated environment, such as the police station, and ensured that every one of her needs were met throughout her detention.

1887 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 a policing incident that you have attended, where you played a significant role with an offender/victim and reflect upon what happened.

Consider your use of the National Decision Making and the Code of Ethics and review whether this impacted upon your use of discretion, and whether the outcome achieved best evidence.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Discretion in policing can be defined as officers being free to make a choice among possible courses of action or inaction (Bronitt and Stenning, 2011). With discretion, there are limits to the choices that can be made and most commonly these relate to basic human rights. Certain articles within the Human Rights Act 1988 are more relevant for officers to consider when using discretion, such as, having the right to liberty, the right to a fair trial, and the prohibition of discrimination, to name a few (Legislation.gov.uk, no date). Linked with discretion, another process that police officers have at their disposal is the National Decision Model (NDM) which can be used to inform their decisions when using their discretion. Using the NDM is said to encourage officers to use their discretion when appropriate (College of Policing, 2020) and enables officers to decide which course of action is most appropriate for the incident that they have responded to.

The incident which I have chosen to assess and reflect upon is one which took place on a Saturday evening in a busy town centre whereby an intoxicated male was causing issues in various pubs and bars in the area. Whilst on patrol on the town with a number of other officers, I was dispatched to carry out an area search for a heavily intoxicated male that had been causing a number of issues both inside and outside of the pubs along one of the streets. Door staff had made the initial call to police stating that a male with no t-shirt on, wearing blue jeans and who had curly brown hair was refusing to leave a premises, being a general nuisance to staff, and was shouting and swearing and becoming aggressive to everyone around him. From personal experience I understand that sometimes what is said during an initial 999 call requesting police can vary greatly from the actual event and so I wanted to speak with this male in order to understand what has happened from his point of view. Whilst carrying out the area search I located a male matching the description passed to me and asked the people monitoring CCTV in the area if I was with the right male. This was confirmed and so I approached the male to speak with him. The male was clearly distressed and agitated and would not provide me with any of his details, instead he kept shouting over me at a female further down the road who I was informed was his girlfriend. I warned the male about his language and stated that it needed to stop as he was in a public place and his behaviour could amount to a public order offence. The male stopped for a moment but still would not talk to me about why he was so angry. I decided to ask my colleagues to wait with him whilst I went and spoke to his girlfriend. Due to the males' various impact factors, those being he was very tall and of a stocky build, I utilised the "Assess Threat and Risk" stage of the NDM (College of Policing, 2020) and suggested that a number of my male colleagues stand with him in case he became aggressive. Once satisfied, I left the male and spoke with his girlfriend who informed me that an unknown male had approached her in the pub and that he did not like it and became angry. They were then

asked to leave by door staff due to his aggressive behaviour with staff and other members of the public.

So far it was unclear whether there was enough in what I had been told to arrest the male for a public order offence. Therefore I had to consider other offences at my disposal which might have been suitable for the circumstances. The only other offence that I was aware of where the points to prove would be met was “drunk and disorderly in a public place”. The points to prove being that the person was drunk, in a public place, and they were behaving in an unruly or offensive way according to Criminal Justice Act 1967 (Police National Legal Database, no date). At the time I was aware that there were a number of factors that I needed to consider before making a decision to arrest or not. As a new police officer I feel an enormous amount of pressure to arrest someone at every incident; however, during this incident there were a number of alternative factors that I was able to consider in order to take a different route to arrest. For instance, whether the male would be accepted or rejected upon presenting him and the circumstances at the custody unit. In the Police and Criminal Evidence Act 1984 under Code G, it states that an arrest is only exercisable if the constable believes that the arrest is necessary (Home Office, 2012). There are nine necessities in total but with the information I had I could only see that one was suitable at this time, this being to prevent the male from suffering physical injury. There was a chance that if the male was not arrested and removed to the custody unit for the night that he could have been assaulted by a member of the public due to his aggressive and intimidatory behaviour. Despite this, I was aware that by removing him from the situation myself then the risk of this would be mitigated immediately so therefore I did not believe that his arrest was necessary.

The next factor that I considered was whether it was in the public interest to arrest and considerations within the legislation on public interest according to the Crown Office (Crown Office & Procurator Fiscal Service, 2001), which I am aware of now having reflected on this incident; however, at the time I had to make a quick decision as the male was becoming more and more agitated and so only looked at one of the considerations; the nature and gravity of the offence. Although public interest considerations are something that the prosecution will decide on, I quickly weighed up the incident and made the decision that drunk and disorderly would not be in the public interest to investigate and prosecute for as it is a minor offence whereby offenders are usually only offered a fine of around 50% of their weekly income (Sentencing Council, 2017).

Due to the males' increasing level of aggression, I wanted him removed from the area as quick as possible. I made the final decision after having cycled through the NDM to not arrest the male, but to instead remove him from the area and take him to his home address where he would be made to stay. I asked two of my male colleagues to travel in the vehicle with me whilst I transported the male home, this was to mitigate the risks towards officers with his impact factors. His girlfriend was made aware of the situation, but she remained on the town with friends. I warned the male that his behaviour was unacceptable and that he was very close to being arrested, if not by me, then by another officer. I told the male to stay inside the property for the rest of the evening and to calm down. I watched him as he entered the property where I was satisfied that he was safe. I then returned to the town to continue my patrols for the evening.

The ERA Cycle designed by Melanie Jasper in 2013 suggests that reflection of an incident should be undertaken in three stages: the experience, the reflection, and the action

(University of Cambridge, no date). In this instance, this experience was completely new to me as by this time I had gained independent patrol status and so had no tutor to look to for guidance with my decisions. At the time I was nervous about making the wrong decision and being questioned by others on why I did not arrest. However, having had the time to reflect and speak with more experienced officers about this situation, I now feel more confident that there was no right or wrong decision to be made and that my decision meant that the male was removed from the town and therefore the risk was removed to which was the ultimate end goal. I believe that this incident has helped me to build on my area of knowledge surrounding the various actions and inaction that I can take as a police officer and has also released some of the pressure that I felt about having to arrest during every incident. I am proud of how I handled the situation during a busy Saturday night, being able to remain calm and professional but also being able to analyse different options in order to decide the best outcome.

Reflecting on the incident there is one thing that I feel I could improve on for the future and that is the time I took to make my final decision on what to do with the male. The whole incident took around fifteen minutes from the start up until I removed the male from the town. Looking back on this I believe this was too long as it gave the male a number of opportunities to potentially commit an offence, run away, or even to assault the officers around him. I took a long time to decide as I wanted to make sure I was doing the right thing and I was worried about being criticised; however, next time I would remove the male straight away unless any serious offences were disclosed to me. This would remove the threat and risk to members of the public straight away and would then allow me the time in a more relaxed environment where I am in control, to think through my options.

There are a number of actions that I would like to work on when attending future incidents of this nature. Firstly I would like to improve my competence level. In the time since leaving training school it has become clear to me that there are a number of offences that I am unaware of or lack confidence in knowing when to arrest for. Therefore, I have set myself the task of researching these offences during down-time whilst at work. I will also make an attempt to attend incidents of a similar nature to assist other police officers. This will help me to build first-hand experience of how other officers handle these situations so that I am able to deal competently and confidently with them whilst working single-crewed.

Overall I am proud of how I dealt with this incident despite having never had to make a decision of this nature alone before. I feel as though I have learnt a lot from not only the experience itself, but also from my own reflections. I would feel confident in attending an incident of a similar nature in the future and I am enthusiastic about putting my action plan into practice over the next coming weeks in order to become a competent and trusted police officer.

1859 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 1000 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
Improving conflict management skills - specifically hands on restraint tactics, handcuffing, etc.	During my time as a police constable, I have so far only been involved in one instance of major conflict whereby a number of officers were assaulted. I do not feel hugely confident in conflict situations currently due to my lack of experience and so this is an area I would like to improve on. In order to do so I will implement the following into my day to day role: I will make an attempt to attend and assist with more conflict situations with a number of different officers so that I gather a wealth of experiences and can compare how others would deal with a situation of conflict to my own ways. It is hoped that having	The following people are those who I can turn to for support with this: My tutor My sergeant Colleagues on my shift Custody staff Custody sergeant(s) Officer Safety Training staff Police Support Unit (PSU) officers/staff	Six months: This is to allow me the time to settle into my new role and to build confidence in dealing with regular incidents and handcuffing offenders, before putting myself forward for more conflict and tactical situations

	more experience will help to grow my confidence levels also. I will also maintain my officer safety training (OST) to a high standard so that I am knowledgeable in current practices surrounding conflict.		
Increase confidence with the various types of case files and improve the overall quality of the case files that I am submitting to CPS.	Currently I have only submitted around four or five case files to CPS. I would like to improve my knowledge and confidence in doing so as well as improving the overall quality of my submissions. There are numerous documents that need to be included in a file, and at the moment I struggle to know which documents I should include and where to find them on the system. Eventually I would like to become the SPOC for case files on my shift; however, I am not confident enough at the moment to be able to do so. Therefore I will implement the following strategies to help me: I will sit with my more experienced colleagues whilst they	The following people are those who I can turn to for support with this: My tutor Colleagues on my shift My sergeant Case File team Learning and Development department Crown Prosecution Service (CPS)	Three months: I have given myself three months to complete this area of development, as being competent in case files and being able to submit a high quality case file to CPS will reduce the demand on myself as it will stop any files from being sent back to me for re-work. This will leave me with more time to investigate the occurrences that I have on my workload, providing my victims with a better standard of investigation as I will have more time to devote to them.

	are completing their files to see how they work through a file and to ask any questions that I may have in the hopes that they will have enough experience to answer them. I will also attempt to go on an attachment with the case file team in Gwent, to learn how they themselves would like to files completed and how to maintain a high quality level of files. One confident enough, I would like to become the SPOC for the shift so that I can help others in completing a high quality file for CPS which might improve the chances of a conviction.		
Gaining a better knowledge and understanding of relevant legislation such as PACE 1984 and the Codes of Practice, and a more in-depth knowledge of the most common offences that I might come across.	Sometimes when I attend calls, especially now that I have gained independent patrol status, I struggle to be able to pinpoint a specific offence for what I am dealing with and look to others for guidance. I understand that I am new and so my knowledge will not be the same as my more experienced colleagues; however,	The following people are those who I can turn to for support with this: My tutor My sergeant Custody sergeant(s) Colleagues on my shift RPSO officers	One year: This is to allow myself time to settle into my new role and to gain an understanding of what the most common offences are in my LPA.

	I would like to feel confident enough to arrest for an offence that I have deemed suitable and not have any doubts. In order to achieve this I have set myself the following plan: to spend some time on rest days revising the most common offences and their definitions by using Blackstone's, the Pocket Sergeant mobile app, and the Legislation.gov website as resources. I will then test myself whilst on patrol in work to see what I have learnt. Then if I am struggling with any I will look to revisit my revision. Once confident with the most common offences, I will look to expand into the more obscure offences such as traffic, as this is an area of policing that I would like to move in to one day.	Learning and Development department Friends and family (revision purposes)	
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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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