

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 1 (DHEP)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: Thomas Barron

Learner's University Registration Number: 2125380

**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/agh-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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Task 1

Relevant areas of the National Policing Curriculum:

Understanding the roll of a constable

Guidance:

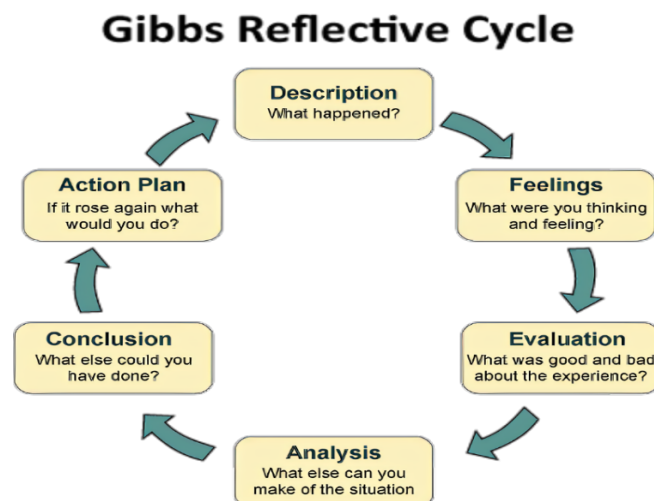
Focussing on your initial 6 months of learning and since being attested as a Police Constable, **discuss and compare** the coping strategies you have applied to develop resilience and minimise stress.

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

ANSWER:

Since being attested as a police constable, I have already identified how overwhelmingly stressful this profession can be. I have also recognised the importance of developing resilience, so that I am able to manage this stress effectively.

Throughout this essay, I reflect upon how I have implemented coping strategies such as exercise to manage my stress levels and further develop resilience during my initial 6-month training period as a Police Constable. In order to achieve this, I have used Gibbs Reflective Cycle, which consists of six parts, including a description, feelings, evaluation, analysis, conclusions and an action plan (Gibbs, 1988). Below, figure 1 depicts Gibbs Reflective Cycle and its subsequent stages.



According to Cooper et al. (2001), stress is an ongoing process that involves individuals transacting with their environment. In relation to this, I have personally encountered numerous stressors throughout my initial training period. These various stressors have included, starting my journey as a police constable, having to adapt to working in a new environment, learning new legislation in the context of policing, and arranging my social and physical endeavours around working hours.

One of the major stressors was the requirement to undertake both practical and theoretical assessments throughout the course. These examinations were a necessary and compulsory part of the training, as they assessed my knowledge of the relevant legislation which was fundamental to policing. The theoretical examinations were particularly stressful however, because, if I were to fail after three attempts, there was a very real possibility that I could lose my employment as a result. This particular stress was one in which I was unfamiliar, as my previous occupations did not place this weight on a test of legislation in order to continue. This placed an unprecedented level of stress on top of an already stressful occupation right from the beginning of my time as a police constable.

As a result, I was very nervous about these examinations, as it had been a long time since I have been in an educational setting. I was concerned that it was a short period of time to learn a substantial amount of legislation. This was extraordinarily worrying for myself, as I was concerned that I may not retain this information as quick as my colleagues, as I am experiencing an ongoing wait for an ADHD diagnosis.

Thankfully, I have studied the importance of resilience and stress management during my previous university studies. I also developed significant levels of resilience through my time as a competitive swimmer. Therefore, I was aware of how important it was that I limited the stress and worry that I experienced as this would only inhibit my ability to learn during the course.

In order to manage this stress effectively, I was able to utilise numerous coping strategies that I believe enabled me to manage my stress effectively, and also allowed me to further develop resilience. Resilience can be defined as: ‘referring to positive adaptation, or the ability to maintain or regain mental health, despite experiencing adversity’ (Wald et al. 2006).

Many of my coping strategies involve exercise, ranging from low intensity walking to high intensity resistance training, including both swimming and weight training. Norris, Carroll and Cochrane (1992) found that those who reported greater physical activity also reported less stress and reduced levels of depression. This demonstrates that individuals who are more physically active are more efficient at managing stress, subsequently, allowing them to remain level-headed and focus more on other aspects of their lives. For myself, this allowed me to concentrate on studying the relevant policing legislation. Exercise is a flexible stress management tool, enabling me to fit an exercise routine around my demanding work schedule.

This is further supported by research that found that exercise is conducive to enhancing positive emotions such as vigour, pleasure, and energy as well as decreasing anxiety, tension, tiredness, and anger (Thaylor, 1987; Woo et al, 2009). Therefore, this demonstrates the importance of maintaining physically active within this role.

Research conducted by Jackson (2013), found that exercise produced a calming effect that can last for several hours even after the exercise as concluded. For instance, exercise can be performed before a stressful encounter in order to elicit a positive effect, such as remaining calm and focussed, or after a stressful encounter, to be used as a stress relief tool.

In relation to my preference towards high intensity training, research has found that high intensity training significantly reduces stress, anxiety and depression, and it has also been found to increase resilience (Borrega-Mouquinho, 2021). This was of the utmost benefit to myself, as the majority of the exercise I undertake is of a higher intensity.

In relation to my stress regarding the examinations, I made sure that I utilised my time effectively to maximise the amount of revision I conducted. I also utilised as much revision material as I could, whether this be the Blackstones Handbook, internet resources, or asking my tutors for help. I also made sure that I remained behind after lessons each day so that I could revise each topic with my colleagues to further improve upon my knowledge, in preparation for the assessments, which allowed me to perform to the best of my abilities throughout this period.

I believe that this coping strategy was very successful in minimising my stress levels throughout the initial training period, and this was highlighted through my performances in both the practical assessments and the theoretical examinations. I believe that I was able to develop my resilience through my continued participation of exercise and this enabled me to manage my stress effectively and therefore, I was able to balance my work/home life efficiently, subsequently resulting in positive performance in both aspects of my life.

This will be crucial as I move forward in my career as a Police Constable, as a positive work/home life balance will be essential in my management of stress, so that I am able to remain healthy and well, while also performing to the best of my ability as a police constable.

Word Count: 1005 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:

Police officers have the responsibility of upholding law, gathering evidence from victims and witnesses, maintaining peace, and dealing with the public, and controlling violent situations (McLean and Hillier, 2011). Officers achieve this by using a combination of requests, commands, and occasionally ultimatums (Terrill, 2003).

Consequently, this often means that Officers are frequently tasked with managing and de-escalating conflict situations, whether this be domestic disturbances, mental health incidents, or nightclub brawls. This is a fundamental role of Officers, and it has been suggested that even in these instances, Officer's actions can influence the public's trust and confidence in the police service (College of Policing, 2020). Policing is an ever-changing, unpredictable occupation, and police officers often deal with violent or aggressive individuals where they have the responsibility to protect the victims, and safeguard the public, while also striving to achieve justice. This poses a significant risk to police officers, and because of this, assaults against the police have risen in recent years, this has been confirmed by statistics (The Home Office, 2019).

It was established that 30,977 assaults against the police were recorded in 2018/19, and this is likely an underestimate (Clark-Darby and Quinton 2020). Furthermore, a potential contributory factor towards this is officer's poor communication skills (Payne, 2017). Therefore, this clearly highlights the importance of officers communicating effectively with offenders, and all individuals involved in

conflict situations for their safety, to minimise the risk of escalation in these volatile, high-risk situations (College of Policing, 2020).

It has been proposed that effective communication is possibly the most valued skill in policing, as it aids police in restoring order, keeping the peace, and enhancing cooperation (Wooden, 2020).

The world of criminal justice is predicated on communication, which can be defined as the sending, or exchanging of information, which are expressed verbally and nonverbally through facial expressions, gestures, posture, tone of voice, distance, and other nonverbal signs (Otu, 2015). People from all backgrounds and cultures use nonverbal communication consciously and unconsciously.

In many situations, communication requires more than words. This is where nonverbal communication becomes increasingly important (Marshall 2011). The ways in which a person looks, behaves, moves, and reacts tells a lot about them. For example, people are often able to decode foreign verbal language by interpreting the body language displayed with it.

Some nonverbal communication such as facial expressions of anger, sadness, joy, surprise, disgust, and fear are universal according to research (Ekman, 1968). Arsenio, et al., (2000) also identified indicators of pre-aggressive behaviour, including increases in tone of voice, narrowing of the eyelids, lowered brows, lips pressed together. When communicating, officers and suspects continually give and receive nonverbal signals consciously and unconsciously, whereby it was found that nonverbal communication accounts for up to two thirds of all communication (Trompenaars, 1993). Therefore, officers need to make sure that they can effectively communicate nonverbally and be able to decode the nonverbal communication of suspects.

Here I demonstrate how I have used my tactical communication skills to manage and resolve a conflict situation. I recently dealt with an incident whereby I had to utilise my communication skills, both verbal and nonverbal. Within this incident, we received a call to attend an address whereby a Male had been acting erratically, threatening to take his own life, and screaming that he would hurt others if they approached him. While on route, we were informed by the force control room (FCR) that this male had history of several mental health disorders, and he had previous for drug use and violence.

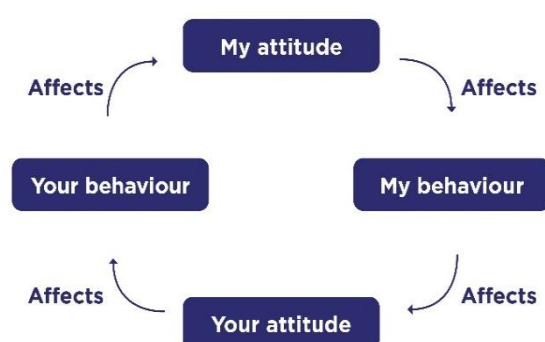
As a result of this information, we established quickly that our tactical communication was vitally important. This was to ensure the safety of all individuals involved and to prevent the situation from escalating any further. We knew that our priority upon our arrival would be to protect life, and to de-

escalate the situation to prevent harm or violence occurring. It was vitally important for the safety of all present that we considered all this information, conduct a dynamic risk assessment and consider appropriate courses of action. One of which being the last resort, the possibility of using reasonable force to prevent harm to the suspect, and all others present at the scene.

Upon arrival, I spoke with the male's Aunt and Uncle, who lived with him. They informed me that the male was suffering poor mental health and had been consuming alcohol, which often made him behave erratically. They stated that he had not been violent towards them, and he had locked himself in his bedroom. I immediately escorted them to a safe place downstairs, to minimise potential risk to them before speaking to the male, as this was a potentially volatile and dangerous situation.

On initial contact with the male, I made several verbal requests for him to either exit his bedroom or allow us to gain entry so that we could conduct a welfare check. On each occasion, he declined. I explained that I was unable to leave the property before conducting the welfare check as I had a duty of care, and I would have to force entry if he did not cooperate. The male responded aggressively, and demanded that I leave, stating that he had a knife, and was attempting to take his own life with it. As a result of this information, I immediately decided to force entry under section 17 Police and Criminal Evidence Act (PACE) 1984, to save the male's life (PACE, 1984).

Upon entry, I was immediately able to witness the male stood just two metres away from the doorway, holding a knife in his right hand, pointed towards his wrist. I immediately identified that in order to gain compliance from the male, and to de-escalate the situation, I would have to be exceedingly careful as to how I behaved and communicated, as this would have a direct impact on how he behaved towards myself. This theory is supported by Betari's Box, whereby it is believed that individual's attitudes and behaviour have a direct impact on the behaviour of others when communicating with one another. Figure 1 located below demonstrates this.



If individuals display poor attitude towards one another, and neither individual changes their behaviour, then this explains how officers and subjects can get trapped in a vicious cycle (College of Policing, 2016). For instance, if officers communicate aggressively or they are perceived to be acting aggressively, this can increase the likelihood that suspects will then respond with aggression themselves, subsequently resulting in conflict escalation (Wall, 2019).

Therefore, I was conscious that I would need to adopt a careful and professional approach, and seek to defuse the situation, to break this continuous cycle, rather than allow the situation to escalate into a physical conflict (College of Policing, 2016). As a result, I had to pay particular attention towards my body language, to ensure that I did not gesture with my arms, as this could be perceived as a threat, and I maintained a neutral facial expression which may contribute to an officer's ability to effectively defuse situations such as this.

I realised that to defuse this situation, I would need to attempt to persuade this male to firstly, put down the knife, removing the risk of imminent danger and harm to those present. When attempting to communicate with this male, it became apparent that his behaviour was very erratic, he was struggling significantly with his mental health, and this would impact his judgement. As this made it increasingly difficult to verbally communicate with him, I had to follow the 5-step appeal procedure and attempt to communicate non-verbally to show sincerity and a sense of calm.

The Five Step Appeal is a form of mediation, whereby officer's make a series of requests, providing subjects with several opportunities to comply with each request (College of Policing, 2020b).

Firstly, upon communicating with the male, I ensured that I did not appear confrontational, by entering with open body posture, maintaining eye contact, and where possible with the cramped conditions of the property, maintaining a safe distance to avoid him perceiving me as a threat (Papa, 2013). This was for my own safety and to prevent escalation (Otu, 2014). At this point, I conducted a simple appeal, whereby I asked the subject to put the knife down.

This appeal was unsuccessful, and so, I progressed to the second stage, whereby I gave a reasoned appeal, explaining that I needed him to put the knife down for the safety of himself and myself so that we could get him the support he needed, for his mental health. This was also unsuccessful, and the male stated that he had asked for support previously, and no-one listened to him, and he did not want to live anymore. The male was clearly distressed, he was visibly shaking. However, the male moved the knife from his wrist, pointing it in my direction.

I then withdrew my PAVA spray and aimed it at the male. I gave a personal appeal, whereby I explained that if he continued with his behaviour, I would have to spray him and arrest him, using force where necessary to place him in handcuffs (primary control method) for threatening me with a bladed article. The male repeated that he just wanted us to leave, and he did not want to be violent.

I gave the male a final appeal, asking him if there was anything I could reasonably say or do to gain his compliance. He stated he would put the knife down if we agreed to back out of his room. While I believed that it was necessary to establish my authority in this situation, I felt if I were to compromise with the male, then this could help de-escalate the situation. Therefore, we agreed that I would take a step back, and simultaneously he would place the knife on the floor and move a safe distance away from it, so that we could then leave the room together.

The male was compliant due to the compromise, and I was able to then remove him safely from the room to a place of safety. However, if this had not been the case, then through stage 5, I would have used reasonable force under section 117 PACE against the male to gain compliance by PAVA spraying him, and placing him in handcuffs, for the safety of all involved. I captured this on my body-worn video to ensure transparency, and so the justification for my actions could be observed clearly (Police Federation, 2021).

Once the male had been escorted to a safe place, we were able to then seek medical advice from the crisis intervention team (CIT), and the AMHP (Approved Mental Health Professional) from the force control room in relation to our concerns about his mental health.

An appointment was made with the CIT, and the male was very appreciative that we had listened to him and had referred him to support agencies in relation to his mental health and drug addiction, which he had disclosed while communicating. The male was clearly distraught, he apologised for his actions, and stated that he was just desperate for support, as he required counselling following the death of one of his loved ones, and this had been the root cause of this incident. The male assured us that he would no longer pose a threat to himself or others now that he had finally been referred for support.

Therefore, it was mutually agreed by all parties that his aunt and uncle would take him to the appointment, and that he would be monitored by them until he had attended the CIT appointment, so that he could be safeguarded appropriately.

It is important that we use the National Decision Model (NDM) as a dynamic risk assessment tool, where we can assess risk before, during and after the incident. This allows us to consider our options and courses of action based on the information we receive from our colleagues, witnesses and also from our own observations and experiences of conflict (College of Policing, 2014b).

In conclusion, in addition to the NDM, I also utilised the Gibbs Reflective Model (1988) to establish whether my actions were appropriate given the circumstances of this incident, and the Five Step Appeal procedure, to justify the need for using force. If my actions had not been successful, my next course of action would have been to gain compliance by using force. This would have been justified, to protect them, and ourselves, given the circumstances, whereby the male had a knife, and was refusing to cooperate until we reached a compromise.

From reviewing my decisions and actions throughout this incident; I am confident that I took the correct course of action. I made this decision based on the information I had available to me at the time, and the observations I made when I was present at the scene with the male. Firstly, I safeguarded the witnesses by removing them to a safe place. Secondly, I successfully de-escalated the situation, and I achieved a desirable outcome because of this, whereby the subject was also safeguarded and referred to partner agencies so they could receive the support they require.

Word Count: 2191

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:

Within modern society, communities are becoming more diverse and inclusive, and rightfully so. From a policing context, it is crucially important that police officers provide all individuals with an equal level of service, fairness, dignity and respect, regardless of their background, ethnicity, race or religion (The Equality Act, 2010). Within this essay, I reflect upon an incident whereby I had a significant role in managing a domestic incident involving two individuals who had limited English language skills, due to having only recently moved countries to live in the UK.

As communities are becoming increasingly diverse and complex (Wood et al, 2006), it is crucial that we as police officers are fully inclusive and treat all individuals with fairness and respect, and that we strive to eliminate discrimination and hate. It is our responsibility as police officers to challenge discrimination and unjust behaviour so that all individuals experience equality. To achieve this, we must gain the trust and confidence from all individuals, from all backgrounds, cultures, and ethnicities within our community. It is also vitally important that we value difference by adapting as a society, and that we recognise and appreciate minorities.

Throughout my reflection of this incident, I attempt to demonstrate how I promoted fairness, equality of ethnicity and culture while also resolving an ongoing domestic incident. Within this incident, prior to attending, I received limited information with regards to the circumstances. The information I

received was that a third party had reported an ongoing domestic incident, where a young female, had been verbally and physically assaulted by her male partner, and he had taken their 18-month-old child inside the address, and he had locked the female outside of the property.

Whilst on route to the scene, the control room made me aware that there had been previous domestic incidents reported at this address, and the male currently had a warrant for his arrest. It was also passed that the young female victim was now with the witness who had reported the incident, and they were now stood outside the address, waiting for police to arrive.

Upon arrival to the scene, I immediately identified the young, distressed female being comforted by an elderly female outside the address. The elderly female stated that she had witnessed the incident, and she knew the couple. The victim had limited English language skills; however, she was able to communicate to a sufficient standard. An offer of a translator was made to the female, and she was asked whether she needed any information to be explained in an alternative way, as she was entitled to this (Ministry of Justice, 2020), this was declined as she had a sufficient level of understanding command of the English language. I was aware that I would need to refer to the National Decision Model (NDM) so that I could conduct an accurate and suitable risk assessment, to establish my next course of action.

I was able to quickly establish as much information as possible in relation to the circumstances of this incident, whereby I learned that this male had caused the female significant injuries, including extensive bruising to the neck area, to her arms and legs, and she was bleeding from the mouth. I was aware that I had a duty of care, and a responsibility to safeguard all involved parties. Therefore, my initial priority was to ensure that the victim did not require immediate medical attention because of her injuries.

Once I was able to clarify this, I removed the victim and witness to a place of safety, before taking a first account from both females. From this, I learned that the male was very violent in nature, he had previous occurrences for violence at this address against the same female, he was currently wanted for his arrest in connection with another offence, and there was an 18-month-old child present at the address who had been distressed at the time of the incident. The female stated that her main concern was the safety of the child. She stated that the male did not speak excellent English but had basic language abilities, therefore he may require a translator. The female initially confirmed that she would

be willing to make a statement in relation to this incident and she would be looking to pursue a criminal complaint.

After obtaining this information, I was able to establish that there was significant risk to the victim, and a young child who was still present inside the address with the male. Therefore, after considering all the available options at my disposal, I made the informed, and justified decision that I had sufficient grounds to gain entry to the premises under section 17 PACE to arrest the male. In addition, due to the time sensitive nature of the incident, I believed that there was no time to wait for a translator to attend the scene at this moment, and my priority was to engage with the male so that I could conduct a welfare check on the child.

On my approach to the premises, I was conscious that my initial contact with this male would be crucial, given the nature of the incident. Therefore, my communication would play a pivotal role in gaining the male's compliance and preventing the situation from escalating further. This would be essential for the safety of all involved, including myself (Glennon, 2010).

With the information I received from the victim regarding the language barrier between myself and the male, I realised that I may have to rely on my non-verbal communication skills. While this would be challenging, research has found that certain emotions, gestures, and expressions are expressed in the same way, regardless of race or culture (Matsumoto, 1999). Therefore, I would have to pay particular focus to the male's body language, facial expressions, and tone of voice, as these could potentially act as indicators of aggression when attempting to de-escalate the situation (Glennon, 2010).

This highlights the importance of officers' familiarity with other cultures and how they communicate non-verbally. Thus, an all-inclusive approach to policing is both essential, and necessary (Bailey, 2013).

Prior to gaining entry to the premises, I had already considered the relevant policing powers of protection in relation to the child still present within the address. First and foremost, the welfare of the child would need to be established, and then following this, we could consider what action we should take to safeguard the child. However, upon communicating with the male, he presented with extremely aggressive demeanour and tone of voice, and he made several threats of violence towards myself.

Following several failed attempts to gain compliance and attempts to persuade the male to open the door, we made the informed decision to gain entry to the premises to effect the arrest of the male, to remove him from the property, to conduct a welfare check and safeguard the child.

To comply with Code G Police and Criminal Evidence Act (PACE) 1984, it was crucial that I explained the suspect's rights and entitlements to him, and what has led to us making this decision to arrest him. Therefore, I explained to the male the information we had received, and consequently, he was under arrest under suspicion of Common assault and non-fatal strangulation, and that his arrest was necessary to prevent further harm to others, and to protect a vulnerable person.

The male protested his innocence, and he was informed that he would be able to provide his account through questioning in an interview. I also told the male that he would be entitled to free and independent legal advice if he wanted it, and he would also be entitled to a translator upon his arrival to custody, so that they could assist him in his understanding of the criminal justice proceedings (The Police and Criminal Evidence Act (PACE) 1984)).

My priority at this point was then to safeguard the victim, and the child that was still present within the address. Therefore, my arrest of the male satisfied the requirements of police powers of protection under the Children Act (1989), whereby, it is stated that when there is a risk posed to a child as a consequence of domestic violence or abuse, whether directly or indirectly, the perpetrator should be removed from the premises before the child where possible.

Although a potential option for safeguarding the child would have been to remove the child from the property (Safeguarding Hub, 2018), I felt that this was unnecessary, as the child's mother was present and able to provide sufficient care, therefore the child would be safeguarded following the removal of the offending male from the premises. I felt that it was appropriate that I left the child with the victim, and I conveyed the offending male to custody.

Whilst conducting the interview with the male, it was crucial that I considered all accounts from those involved within the incident, including the suspect. This demonstrates the importance of active listening, which has been identified as one of the most vital attributes of a police officer while conducting an investigation (Zaiser and Staller, 2015). It is important to document all sides, in the interest of fairness, inclusion and equality. To achieve justice, the suspect also has an equal right to provide their account for the incident, as much as the victim is entitled to. Furthermore, this builds a

much broader picture of what occurred, rather than purely relying on the account supplied by the victim.

Once the male had been interviewed, the male was released with bail conditions. These conditions stated that he was not to contact, directly or indirectly the female in question, he was not to attend his home address, and he was not to evict or exclude her from the address.

Following every domestic incident, a Public Protection Notification (PPN) referral is completed, whereby, with the consent of the victim, Social Services are notified that an incident has taken place. PPNs are an effective risk assessment tool that evaluates the needs of victims and vulnerable individuals by establishing the risk of harm or potential harm experienced by an individual.

PPNs are a multi-agency tool, and this referral is sent to all relevant partner agencies. This enables the victims, and any other vulnerable persons involved within the incident to receive relevant and appropriate support, that is specific to their needs and requirements. These needs and requirements are based on the observations and comments of the attending officer, which demonstrates the important role that officers have in remaining impartial, fair, and inclusive.

According to the Victims Code of Practice, the victim's views must be considered, and it should be explained to them why this referral would be made. They should also be informed which services will be made aware because of the referral, and the potential support that could be made available to them as a result (Ministry of Justice, 2020).

Upon my return to the address to speak with the victim, she informed me that she no longer wished to pursue a formal complaint in relation to this incident, as she did not want this to be hanging over her throughout the future, and after giving it some thought, she had changed her mind, because she did not want to attend court. She stated that she was satisfied that the male had been removed from the premises, so she felt safe as a result. She informed me that her intentions would now be to change home address, and she would be taking their child and staying with family members. She was satisfied that social services would become involved, and that there was a possibility that an arrangement could be put in place in relation to child contact.

I believed that it was important that I value and considered the victim's wishes in relation to this matter, even though our policing policy states that we are victim focussed rather than victim led. I

felt that the risk of future harm had been reduced significantly as a result of the actions taken within this incident, and with the knowledge that the victim now had intentions of changing her address, the offending male was now subject to bail conditions and could not contact the victim under any circumstances, the victim was now safeguarded through support agencies, I was satisfied that I could use my policing discretion having consulted with my supervisor, to decide that it was in their best interests to take no further action in relation to this offence (CPS, 2020).

Word Count: 2081

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:

Decision making plays an integral role in police officer's daily lives as it is one of the fundamental principles of policing. Officers are forced to make decisions in every aspect of their job, whether this be dealing with spontaneous incidents, attending scheduled calls, or when interacting with the public. In order to make these decisions, officers can always refer to the National Decision Model (NDM) as this can guide officers on how best to approach a situation.

The NDM is a dynamic risk assessment tool that enables officers to assess the threat and risk of a situation based on the information made available to them and the circumstances of the incident. An officer's decision making will be affected by numerous factors during an incident, and this will impact on the course of action in which they take.

The centre piece of the NDM consists of a centralised piece of decision-making framework that defines the principles and standards of behaviour expected of policing staff. This framework is designed so that officers can refer to it when making decisions so that they can justify whether their actions are appropriate, justifiable, ethical and in line with the policing values and principles (College of Policing, 2014).

The NDM also then consists of 6 key stages which include: gathering information and intelligence, assess the threat and risk of a situation and develop a working strategy, consider powers and policies, identify options and contingencies, and then take action and review what happened.

Researchers have stated that officers make decisions at incidents of varying levels of severity. However, the majority of officers' decisions are concerned with the most basic level of policing. For instance, whether to investigate, search, arrest, to caution, or to pursue other courses of action (Galligan, 1994).

As previously stated, the severity of incidents changes depending on the circumstances, and no two incidents are ever the same. Therefore, officers are required to attend incidents and make decisions based on the circumstances they encounter. There is no set script for how you deal with each type of incident, whether this be domestic abuse, mental health issues, or youth offenders.

As a result of this, the NDM provides officers with the opportunity to utilise their discretion with an incident. Discretion is using professional judgements to take the best course of action having considered all other options and alternatives (Bronitt and Stenning, 2011; Goldsmith, 1990; Kellow et al., 2008). Discretion is also widely recognised as being vitally important and necessary aspect of good policing (Kleinig, 1996).

It has been argued that the use of police discretion is dependent upon the officer involved or situational variables, such as severity of the offence, or both (Shearing, 1981). This also extends to the decision to prosecute (Feuerverger & Shearing, 1982). Furthermore, existing literature has argued that discretionary assessments are predicated on combinations of complex factors (Booth, 2004; Wilson & Braithwaite, 1995). These factors include the seriousness of the offence, officer's perceptions of the law and community expectations, individual workload and offender variables such as age, race, socio-economic status and demeanour) (Gaines and Kappeler, 2011).

The aim of providing officers with discretionary powers was to give them the opportunity to deal with offenders on a case-by-case basis according to individual and situational circumstances, this would avert offenders from being criminalised and thrown into the cycle of the criminal justice system when there are potentially alternative ways of resolving the situation (Sarre, 1997). Officer's do not possess an unlimited scope of discretion however, they are still restricted within the confines of legislation,

and they may only make discretionary decisions that are appropriate and justifiable. These discretionary decisions should be made by referring to the NDM and the policing Code of Ethics.

There has been extensive debate in relation to policing discretion in the past, however. And more specifically, the potential for its misuse (Diemer et al., 2017; Reiner, 2007). This is because, the very nature of policing requires that police officers possess a significant amount of discretion when dealing with the public (Reiner 2000, Bronitt and Stenning 2011). Consequently, Police officers, and their work is under limited scrutiny from supervisors, and there are very few ways in which officers can be held accountable for their decisions and actions.

Two of the ways in which they can be held accountable include, complaints from members of the public, or feedback from co-workers (Prenzler and Porter 2014). This means the individual officer has a responsibility to reflect on their own behaviour and adjust as necessary. This reflection is fundamental to improving policing skills (Wheller and Morris, 2010). This further highlights the importance that officers refer to the NDM and the code of ethics to ensure that their decisions and actions align with the policing values and principles. Moreover, when exercising their use of discretion, officers need to ensure that they are taking the correct course of action. This can be challenging for officers at times, as there are a significant number of factors that can influence officer's use of discretion.

Therefore, in order to use discretion appropriately, officers should refer to the NDM in order to make a justified and informed decision (College of Policing, 2013). It is essential that each stage of the NDM is applied when making a decision to ensure that the appropriate course of action is taken.

Within this essay, I reflect upon an incident whereby I utilised my discretion to resolve an incident. In this incident, I had received reports that there was an ongoing incident outside of a nightclub, whereby a young male under the legal drinking age had attempted to gain entry to the club. The door staff refused the male entry based on his age, and the fact he was acting in an aggressive manner. It was also reported that a verbal argument had taken place between one of the door staff and the male, whereby the male had then pushed the door staff due to his frustrations for not being allowed into the club.

Upon attendance, I have spoken with a staff member who witnessed the incident and they informed me that the male was still present outside the club and refusing to leave. I obtained her details, and she

then pointed the male out to me. On approaching the male, I could hear him shouting verbal abuse directed towards the door staff and other members of the public, and he was presenting with an aggressive manner. Once he became aware of my presence, his demeanor changed immediately and he began to calm down.

I explained to him that I would be firstly speaking to the security guard, so he would need to move to one side with my colleague whilst I established their account of the incident. When speaking to the security guard who dealt with the male, he informed me that the male was not aggressive upon arrival. He did not have a form of ID on him, but appeared to be underage, so he could not authorise his entry into the club as a result. When the male was informed of this, his demeanor changed and he started to get aggravated and demanding to be allowed in. The security had remained calm, informing him that their decision was final, and he would need to leave, and this was when the male began to raise his voice and moved closer to the security guard.

After a brief verbal argument between the male and the security guard, the male pushed the security guard into the wall. This was when the decision was made to contact the police as the door staff felt the male was acting too aggressively and needed to be dealt with accordingly.

The security guard did not wish to pursue a complaint in relation to this manner, as he stated that he had not sustained any injuries from this incident, and the offender was only young, and he did not want this incident to have a negative impact on the young males' future. Therefore, I obtained a signed negative pocket notebook to document that this was the case, before speaking with the offending male to obtain his account.

On speaking with the offending male, we were able to confirm that he did have identification on his person, however, he had not shown the security guard this as he was under the legal drinking age. The male also admitted that he had taken his frustration out on the security guard, and he had pushed him into the wall and shouted abuse at him as a result. The male stated that he regretted his actions, and he apologised for this.

After obtaining this information, I had several options available to me that would have resolved this situation. One of which being, I could have arrested the male for the assault, and attempted to prosecute him for the offence of common assault, and a possible breach of the peace. Or I could have brought the male in for a voluntary attendance interview (VA). Or I could remove the male from the area, and

take him home to his parent's address, so that the incident was de-escalated without the male having a mark on his criminal record.

I explained these options to the male, and he was extremely apologetic and stated that he would apologise to the security guard, and he would allow us to take him home. As a result of this, I felt that the latter option was the most appropriate course of action, and I removed the male from the area, and took him home. The male was given suitable words of advice in relation to his behaviour, and he was warned that if further instances of this nature were to take place, then a different course of action would then be taken in the future. I made the male's parents aware of the situation, and they were appreciative of my assistance, and of the decision I made to take this course of action.

I informed his parents that the evening could have ended very differently if it was not for his change in behaviour and apologies towards myself and the staff, and it may be worth their while talking to him and reminding him, that the behaviour he displayed at the club was not only unacceptable, but also, it could have resulted in him being arrested and potentially prosecuted.

I believe this was the best outcome for this incident, as the male immediately adjusted his behaviour upon my arrival and was very apologetic towards myself and the security guard. Due to the security guard not wanting to pursue the matter any further, this made me believe more so that removing the male from the area and taking him home was the best course of action. If the male had been more aggressive towards the door staff, or towards myself, and had not been as apologetic as he was regarding his prior behaviour, I would have sought to pursue the matter further.

This incident has allowed me to understand how important it is to not rush into a situation and make decisions before fully understanding all sides to the event, and that the NDM is in place to allow police officers to make educated decisions and be more aware of how their choices will have a lasting impact on the lives of those they deal with. This is why I believe it is vital to consider all options of how to deal with a situation, rather than using a one-size-fits-all mindset towards all incidents I respond to.

Officer's discretionary decision-making is particularly relevant youth offenders, as the majority of offences committed by young people are typically low-level offences where officer's discretionary options are suitable (Grover, 2017). Police officers have a significant role within youth justice system, as we often have the initial contact with young offenders. Consequently, this first contact will have a significant impact on the young offender's experience of the justice system (James & Polk, 1996).

In many cases, the decision as to whether a first-time young offender receives a caution or is arrested for an offence is often determined solely by an officer and their discretion. This decision can have very costly, and lifelong ramifications on that individual's future, highlighting how important, and how influential an officer's discretion can be on a young individual's future (Wundersitz, 1996). Therefore, I am satisfied, that I took the correct course of action in this incident.

Word Count: 2072

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
I will look to improve upon my confidence when dealing with incidents involving conflict Furthermore, with incidents that have involved abuse and/or acts of violence towards victims or other vulnerable people In addition, I will look to improve upon my knowledge and understanding of the different sections of public order offences in relation to conflict situations. Including sections 2, 3, 4, 4a, 5 Public Order Act 1986. This will enable me to further develop my knowledge and abilities of the various conflict situations.	To achieve this, I have asked my tutor if I can undertake a City Safe shift at Newport Centre on a weekend as this will increase the likelihood that I will encounter conflict situations, as the public are more likely to remain out socialising, likely to be intoxicated, especially on weekends. This will only increase towards Christmas. I will attend and deal with as many of these incidents, including any potential public order offences and incidents where individuals are in possession of weapons. This will provide me with opportunities to further develop my conflict management skills, and my confidence.	My tutor and my colleagues will support me throughout my tutorship. I can shadow them when we attend conflict situations, enabling me to witness how they manage them. My tutor has also asked that we be prioritised when the force control room asks for units to attend conflict situations, so that I can have more experience dealing with them. Officer-safety training (OST), will enable me to develop my skills, including my use of the 5-step appeal.	July 2022- October 2022. I will look to have increased my confidence in this area by the end of my tutorship period, which takes place during the period listed above. With the Winter months approaching, this is an appropriate time to improve my confidence in this area as I will be dealing with an increasing number of conflict situations throughout the Christmas period, and when the Football World Cup is televised, as this will surely lead to an increasing number of incidents of this nature.

Communicating the outcomes of investigations to victims in a clear and concise manner, making it easier for them to understand. I need to leave no doubt as to the outcome of the investigation, and I need to provide a clear explanation why this is the case. I have a habit of providing victims with an update, that states that an eventuality may be the case, when in fact, it is not.	This will be achieved by ensuring that I communicate and engage more with victims, whether this be in person, or via the telephone. This will allow me to gain experience and confidence in talking to victims and delivering information clearly and concisely. Prior to communicating with victims, I will have a clear idea of what I am going to say to them, especially if I am giving them an update in relation to an investigation. This will prevent me from moving off track and giving them hope of a different outcome when I am fully aware that this not possible.	My tutor and my colleagues will support me by making sure that from this point onwards, whenever victims need updating that I am the officer who communicates with them. I can also witness how they deliver information to victims and learn from their approach. By having more practice speaking with the victims, I will be able to develop my confidence and abilities in delivering information. Therefore, I will be able to deliver information clearly and concisely.	July 2022- October 2022. I aim to have improved upon this area by the end of my tutorship period, so that I am able to update victims and communicate the result of investigations clearly without assistance from my tutor. This skill is a crucial element to policing as it involves honesty and transparency. I will have plenty of opportunities to develop this skill in this period.
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When arresting offenders, I need to ensure that I am more hands on, and there is no delay once I have decided that an arrest is necessary. I must also ensure that there is no delay between the offender being informed that they are under arrest, and the caution being explained to them, and this is done in a clear and understandable manner.	This will be achieved by attending more incidents whereby an arrest may be necessary. My tutor has requested that we be prioritised for incidents involving conflict, and this will provide me with more opportunities to arrest offenders, and further develop my confidence and ability with this skill. I can observe my colleagues when they arrest offenders so that I can learn from their approach. This will allow me to learn various techniques that will benefit me.	My tutor will support me with this by ensuring that I take the lead with incidents whereby an arrest may be necessary. This will enable me to gain more experience with effecting arrests of individuals, and so I will be able to develop in this area as a result. My tutor has provided me with advice so that I can improve in this area. He informed me to begin reading out the caution immediately after informing the offender that they are under arrest. I believe this will enable my development in this area.	July 2022- October 2022. I will improve upon this area before the end of my tutorship period prior to being granted independent status. It is essential that I improve upon this area within this period so that I can affect the arrest of offenders when I am independent, and so the offenders can clearly understand why they have been arrested. I will have plenty of opportunities to develop this area within this period, much like the conflict management skill as noted above. It is important that I develop this skill before the winter months, so that I can deal with the increasing demand over the Christmas period, where individuals are likely going to be increasingly intoxicated, and crime rates increase.
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Word Count: 1008

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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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Word Count: 1371

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