

## **BSc (Hons) Professional Police Practice**

### **LEVEL 4 - 40 Credits**

#### **Workbook title: Competency Based Workbook 1 (PCDA)**

**(SOUTH WALES POLICE, GWENT POLICE AND  
UWTSD)**

|                                                                                                       |
|-------------------------------------------------------------------------------------------------------|
| <p><b>Learner name: Elsie Thomas</b><br/><b>Learner's University Registration Number: 2125195</b></p> |
|-------------------------------------------------------------------------------------------------------|

## **FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME**

***Module title: Professional Police Practice 1 (PCDA)***

## **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 BSc 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)

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](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](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf)

### **How is the workbook assessed?**

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

## Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism;
- not identify individuals including witnesses, victims or offenders by name;
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

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

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.

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

## NOTE

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

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

## Dyslexia and other special circumstances

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



**Guidance:**

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them despite you being able to upload them.*

**Contents:**

| <b>Workbook</b> | <b>Area of Professional Practice</b>                                                                             | <b>Word count</b> |
|-----------------|------------------------------------------------------------------------------------------------------------------|-------------------|
| Task 1          | <b>Wellbeing and Resilience</b>                                                                                  | <b>1000</b>       |
| Task 2          | <b>Communication Skills, Managing Conflict, Valuing Difference and Inclusion</b>                                 | <b>1500</b>       |
| Task 3          | <b>Criminal Justice, Valuing difference and inclusion</b>                                                        | <b>1500</b>       |
| Task 4          | <b>Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)</b>       | <b>1500</b>       |
|                 | <b>Bibliography</b>                                                                                              |                   |
| Task 5          | <b>Development Plan</b>                                                                                          | <b>500</b>        |
|                 |                                                                                                                  |                   |
|                 | <b>Total</b>                                                                                                     | <b>6000</b>       |
|                 | <b>Confirmation of Confidentiality and Plagiarism</b><br><i>This is confirmed by submitting through Turnitin</i> |                   |

## Task 1

### Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

*Guidance:*

Focussing on your initial 6 months of learning and since being attested as a Police Constable, outline 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:

Within this essay I will be defining the meaning of both stress and resilience and exploring the coping strategies that I have employed during my training period, in order to mitigate the impacts of stress and build upon my resilience moving forward. I will be implementing Bortons Reflective Cycle to analyse my coping mechanisms using the “What?”, “So What?”, “Now what?” structure as this will allow me to give consideration to my experiences overall rather than as individual scenarios (McClean, 2019, p.2). Discussion will take place surrounding my current stressors and how I believe my coping strategies have aided me during my six months training, I will also be evaluating how I believe my coping strategies will need to be adapted to remain effective, moving forward, for when I am deployed onto division.

Stress can be defined as, a form of change that may cause “physical, emotional or psychological strain.” Scott, (2022). Research carried out by (Mental Health Foundation, 2021), discusses how being stressed can influence your feelings, your behaviour and cause both physical and mental health implications whilst a person is affected by the emotion. It is important to recognise feelings of stress when they initially begin to occur so that you are able take steps to manage the effects it can consequently have on you, as indicated by Mind, (2022).

Resilience is described by NHS (2022), as, “our bounce-back ability” when we are presented with a challenge. It is, having “ability to adapt and grow following adversity”. Resilience is something that I have demonstrated throughout my training period and something which I anticipate that I will continue to rely on when I am working on a shift pattern.

In relation to “what?” I would identify as my main stressor during training, it would be the University aspect of my career. Attending University is not something I had either aspired towards, or desired to do. Throughout school, I disliked being within a classroom environment, so the training period was always going to present a challenge for me. This was exacerbated by the introduction of a three-year university degree becoming a mandatory requirement to be successful in the pursuit of a career which I had always aspired towards. I would argue that this made me feel an acute level of stress from the offset, as I knew that I would be pushing myself to complete a degree, alongside committing myself to a demanding career, all whilst trying to

maintain a balance within my personal life. Initially, within the first few weeks at training school, I found the legislation and the capacity of the university work extremely overwhelming. From the beginning, it was made clear that the academic work that we were required to complete was paramount to being successful in our careers. I have been out of education for four years, causing me to feel at a disadvantage, as I had to now do this, alongside working full time. This is also something I had never envisioned myself doing, so simply trying to motivate myself in relation to the educational aspect of things became more stressful for me.

Notably, I am not someone who is particularly affected by stress but following this, I noticed that I had developed a rather negative attitude and I stopped going to the gym. This was out of character for me as prior to attending training school, I would go to the gym three to four times per week. Recognising this, I acknowledged the possibility that by neglecting my physical training, which had always made me feel positive, I could in fact be worsening the negative attitude that I was experiencing. As discussed by Harvard Health Medical School, (2022) “can physical stress relieve mental stress?” within this, it was argued by Alexander Pope that “strength of mind is exercise, not rest”. Personally, I would agree with this statement as I found that sitting around and trying to relax, in fact gave me more time to worry. I have demonstrated resilience in this instance, by motivating myself to begin exercising again, I also decided to take up running in addition to going to the gym which I have found extremely effective in uplifting my mood. I believe I have demonstrated my bounce back ability in re-discovering my love for something that I had temporarily lost all motivation for, and I adapted my physical routine to improve the outcome of the mental benefits that accompany exercise. These mental health benefits are supported within the debate by Harvard Health Medical School, (2022) where it is highlighted that, “exercise reduces levels of the body’s stress hormones” but also “stimulates production of endorphins” which are described as “the body’s natural painkillers and mood elevators”. This suggests that the consequential boost in my motivation and mood was a successful result of exercising to manage my stress levels.

Within my second “so what?” approach, I decided to simply utilise the effects of things that make me happy. The most obvious contentment I could think of was my Dog. There is no feeling more uplifting, than returning home to be greeted by a four-legged friend who is over the moon to see you. Moreover, merely spending time in the company of your dog. Whether, going for a walk or being on the sofa watching the television, appears much more satisfying with your dog by your side. John Hopkins Medicine, (2022) advises that “research has shown simply petting a dog lowers the stress hormone cortisol”. This would suggest that dogs are an effective tool when managing stress. However, the study also explores how “social interaction between people and dogs” can “increase levels of the feel-good hormone oxytocin” which indicates dogs also have an ability to boost your mood, underpinning the efficiency of my second method to combat stress and build resilience.

To conclude, in response to the “what now?” aspect of Bortons reflective model, there is nothing I would currently change regarding my stress management. As demonstrated above, stress is something I generally manage well. However, my resilience following a brief plateau has evidenced that my current coping strategies have been successful in remedying this. Not only did they resolve this problem, but my positivity has been well maintained since employing these techniques. Analysing

this has also highlighted how adapting exercises or spending more time in the company of my dog can be enough to boost my mood when I feel less optimistic. This is something I will be mindful of moving forward if I feel my positivity is beginning to decline. Overall, I feel that my stressors are currently very well managed.

Word count 1,099.

## 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.

**Give a brief description** of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

**Review** the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

**Describe** the process for determining whether the use of force was necessary in a conflict situation (including any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

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

### ANSWER:

Within this essay, I will discuss how I have demonstrated effective communication skills, considering powers and policies available to me when being deployed operationally. Throughout this discussion, I will use Gibbs reflective cycle, enabling me to “learn and plan from things that went well” but also from those that “didn’t go well”, The University of Edinburgh, (2022). Analysis of my use of the conflict management model, Betari’s box will also be referred to throughout to demonstrate “the impact our attitudes and behaviours have on the attitudes and behaviours of the people around us” Mind Tools, (no date). This discussion will surround one policing incident which displays my ability to manage conflict. My communication skills, use of force and consideration around core principles of ethics, human rights and relevant codes of practice will be measured.

To date, the most challenging conflict management situation that I have faced was with a female whose behaviour changed numerous times within one incident. The initial report was that a male was concerned for a female’s welfare following an altercation that had taken place between them. This resulted in the female leaving after making threats to harm herself. The female was located later that day at her home address by myself and colleagues. We attempted to conduct a welfare check on the

female, but she was also arrestable as the incident had resulted in a breach of her Community Protection Notice. It had been confirmed that the female was in the property, but we were unsuccessful in getting a response. At this time, police powers of entry under section 17 of PACE “saving life and limb” Legislation.gov.uk (2022) were being considered, as there were concerns for the wellbeing of the female. Although officers attempted to use communication skills, she was passively resisting and due to the urgent nature of the concerns, police powers of entry were utilised.

Upon gaining entry to the property, the female was in bed and was still passively resistant, impolitely telling officers to leave and refusing to communicate or comply with us. The female had no physical signs of harm and appeared alert, she informed officers that she was fine and was consequently arrested and cautioned by myself for breach of her Community Protection Notice under Section 24 of PACE. The female was then placed in handcuffs, which was justified under section 117 of PACE as the female had an extensive number of warning markers. This decision was made with consideration to both officer safety and the safety of the female. Following her arrest, the female disclosed that she had taken an overdose and it was decided officers were to convey her to the hospital.

It was identifiable at this time, that myself and my colleagues had begun to build a rapport with the female by “offering encouragement” from the offset and “demonstrating empathy and compassion” as outlined by, College of Policing (2022). This was successfully established by firstly, listening to what the female had to say, surrounding both the offence that had been committed and her reasons for taking an overdose. I feel that this allowed me to empathise with the female as I could establish her thought process and was then equipped to ask questions to establish what had taken place and how I could safeguard the female moving forward. I made a conscious effort to paraphrase back to the female what she had told me and what she wanted to happen next so that she was sure that I was listening to her. I was then able to summarise to the female what was going to happen next and provide reasons for my decisions, surrounding information that she had volunteered. The use of LEAPS communication model assisted me in this instance and is recognised as effective by Warwick University, (2022). I felt that the female began to feel reassured that officers were not there to pass judgement and were there to help her and this is when her attitude started to improve. Suggesting that the use of rapport building skills, LEAPS communication model and Betari’s box conflict management model were effective. I feel that reflecting on this, I can positively identify that my attitude and behaviour, in turn, had a positive effect on the female’s attitude and behaviour.

Once at the hospital, the female’s behaviour and attitude remained positive for some time. The rapport between the female and my colleague and I was strong, I felt that she was engaging with us well. The female asked me if I was new to the job to which I laughed and replied, “is it that obvious?”, the female chuckled and said, “a little”. Once again, this highlights that my attitude and behaviour was having a positive effect on the female’s attitude and behaviour, representing an effective use of communication and conflict management skills. At times her language was inappropriate when becoming impatient regarding hospital wait times, but she remained compliant with officers when calmly asked to be mindful of her language. The female asked multiple times for her handcuffs to be removed. However, the female was slightly agitated, had numerous warning markers and the hospital was

busy meaning that the threat, risk, and harm assessment remained moderate. Considering this, officers made the decision that the female was to remain in handcuffs which is justified by section 3 of the Criminal Law Act.

During triage, the female's behaviour took a turn for the worst. After informing nurses that treatment was being refused and being told she had to wait to see a doctor, the female attempted to escape. My colleague and I escorted the female outside and sat her on a bench in attempt to manage the conflict which was beginning to arise. I remained calm and I asked the female to stop being aggressive, I explained that she had been asked to refrain from being aggressive as she was committing further offences by acting this way. I attempted to reassure her by reminding her what was going to happen next, I personally reasoned with her reminding her that the decisions being made were to ensure that she is safe. I asked her what we could reasonably do for her to comply, but the female only responded with more verbal abuse. This use of the five-step appeal conflict management model is recommended by College of Policing, (2022) when "dealing with resistance". The female tried to stand up and push past officers advising that she intended to make her way home, this was prevented when I stood in front of her, obstructing her path. She then became aggressive, her face was reddening, verbal abuse was being directed towards myself this included the remark that, "arresting her was petty" amongst a number of profanities and she threatened that she was going to "smash my face in". I remained calm and encouraged the female to sit back down on the bench and to wait to be seen by a doctor. The female sat down but continued being verbally abusive towards myself and my colleague.

Following this, whilst sat on the bench, the female managed to free one hand from her handcuffs. Assessing the impact factors outlined by College of Policing (2022), it was recognised that there was a high volume of people present, the female was taller and of a bigger build than both my colleague and I, and threats had been made by the female to assault me. The five-step appeal had failed to de-escalate the situation in this instance and the threat risk assessment was high. As a result. I took hold of the females freehand and replaced the handcuff. When dead-locking the handcuff, the female began clearing her throat, gathering saliva in her mouth, and tilting her head back, I became aware that the female was going to spit at me and managed to move out of the way in time to avoid this. Myself and my colleague then escorted the female back to the van and the decision was made for her to remain in there to be seen by the doctor. This was to ensure that there was no risk of harm or distress to any persons present within the vicinity.

In this instance, I would argue that Betari's box was ineffective. Although my attitude and behaviour remained calm and collected, it did not constructively affect the female's attitude and behaviour which in-fact, continued to deteriorate despite my manner. Reflecting on this, although I was not able to successfully manage the situation through communication alone, I did demonstrate the use of the five-step appeal before having to using force as a last resort to control the situation. At the point that I "took action", the risk of violence was high and "reasonable force" was "the only option left in the case of continued resistance", as supported by College of Policing (2022).

In conclusion, throughout this essay I have applied Gibbs reflection model and therefore have described my experience, sharing the feelings that were present during

this incident, having evaluated both the good and bad decisions and outcomes. I have analysed constructively the methods employed and identified how conflict can be managed differently, even during one single incident. Regarding my action plan, I would approach similar situations in the same way. Communication was my main tool, and it was mostly effective. I have demonstrated my ability to not only apply the five-step appeal, but how to step-up and get hands on when it is necessary. Recognition has been given to how this incident could have escalated and how decisions have been made throughout which have mitigated risk and minimised the use of force necessary through effective use of conflict management and communication skills.

Word count, 1,612.

### 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.

**Give a brief description** of a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

**Explain and reflect** on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

**Illustrate** how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

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

#### ANSWER:

Within this essay I will discuss one policing incident that I have dealt with whereby I have played a significant role with a victim of crime. The incidents have impacted a family, meaning that there are several victims who have been affected by the offender's behaviour. When dealing with this case, I have also engaged with the offender, which I will analyse in this discussion. Reflection will be made using Gibbs reflective cycle as I examine the role that I played. I will highlight relevant codes of practice and policing values that I have implemented throughout my encounter with both the victim and offender, particularly the use of a multi-agency approach to safeguard the victim and her family.

Initially, I responded to a call where there were reports of concern for a 3-month-old baby being left at home with their mother who was believed to be unfit through drink or drugs. A welfare check was conducted, and officers had no concerns for the children. Whilst in attendance, it was disclosed to officers that the female believed the call was made maliciously by her ex-partner as he had been harassing her via text, phone and by showing up at the address. The male was said to have shouted racial abuse at the female whilst outside on the street. This suggested that the female had also been a victim of Hate Crime as "the offender" is alleged to have "demonstrated hostility based on race" and directed this at the victim, as defined by CPS, (2017).

When colleagues and I first attended the address, the female was tearful and was fearful to speak with Police. However, officers continued to “sensitively establish why” the victim was “reluctant” and they were then able to “take steps to mitigate these reasons and provide reassurance”, College of Policing, (2022). The victim confessed her belief that any police contact would in turn lead to social services involvement and her children being taken off her. This enabled me to be able to communicate successfully with the victim as I was able to implement the LEAPS model. This allowed me to listen to her apprehensions and empathise with her regarding these. I asked her questions surrounding these reservations and paraphrased them back to her, summarising what I had understood, as recommended by College of Policing, (2022). Following this, one of my main concerns was the toll that this was taking on the female’s mental health and her hesitancy in confiding in officers due to her fears surrounding her children. I clarified the next steps with the victim and advised her how we can assist her, such as, offering referrals to third party agencies who can further support her. I was honest with the victim and advised that a referral would have to be made to social services to ensure that the children are also supported and safeguarded but reassured her that they are also there to provide support and guidance. Within my approach with the victim, I have implemented three Policing Principles from the code of ethics including: openness, respect, and honesty, as encouraged by Gwent Police, (2022).

The female was engaging well with Police and a statement was taken, a DASH was completed and a thorough Public Protection Notification was sent to relevant agencies to safeguard both the mother and the children. The male was arrested for harassment and racially aggravated public order, however, was released under investigation. The male continued to attend the address. I arrested the male as “at domestic abuse incidents it is particularly important that officers take positive action”, College of Policing, (2022). I recognised that, “officers must be able to justify the decision not to arrest where the grounds exist”, College of Policing, (2022). In this instance, the male had imposed on him, bail conditions which failed to deter him from re-attending the address. This gave me grounds to arrest under Section 24 of PACE, and I also had the necessity, to prevent harm to any persons and for a prompt and effective investigation, namely, to prevent the victim from being intimidated into retracting any complaint. As outlined by College of Policing, (2022), “if the assessment identifies a risk of harm, it is never appropriate to do nothing.” A red case file was then completed by myself, and the male was provided with a restraining order by the courts the following day.

Myself and my colleague later attended the address following an emergency call reporting that the male had reattended the victims address, in breach of his restraining order. I had completed numerous statements, DASH’s and PPN’s with this victim and managed to successfully build a rapport with her overtime. During this time the victim disclosed to me, previous incidents of violence and it was identified within these disclosures that there had been controlling and coercive behaviour within the relationship. The female was now highlighted as a repeat victim whereby the subject has “repeated criminal victimisation of the person [and] household”, as discussed by Oxford Bibliographies, (2022). As a result of these factors, and the fact that the male had now breached a restraining order, I made the decision that he was to be arrested for, breach of the restraining order, stalking with fear of violence and controlling and coercive behaviour. My colleagues located and arrested the male later that day and

he was interviewed. I completed my second red CPS case file in relation to this incident and the male was remanded in custody and brought before the courts for a second time the following day where the decision was made by the Courts to remand him in prison.

Police have interacted with this victim numerous times so the victim has received considerable support from officers. I provided the victim with a written safety plan and verbal safety advice outlining how to keep her home secure and what to do in the event that the offender attended the address. The victim is also in contact with the forces victim care unit who have assisted officers with keeping the victim up to date with information surrounding the case. The DASH forms that were completed with the victim are recognised by DASH Risk Model, (2022) as “a tried and tested way to understand risk”, a new one being completed following each incident to monitor any changes to the risk level. On the final DASH completed with the victim, I made the decision to heighten the risk level from medium to high following the disclosures of violence, the victim being a repeat victim, the offender failing to comply with any conditions imposed on him and having growing concerns for the impact this was having on the victim and her children. The public protection notice consists of a summary of the incident, strengths and risks surrounding the event, including any previous incidents, whether the victim has given consent for information to be shared with third party agencies and the officers’ observations. This information, alongside the DASH is then shared with the relevant agencies so that they are kept up-to-date and are aware of what is happening. The victim now has support from third party agencies such as children’s services, Women’s Aid, an IDVA and is subject to MARAC. “The underlying principle of MARAC is that no single agency can see the complete picture” however, it is identified that “all may have insights that are crucial to the victim’s safety”, College of Policing, (2022). This underpins the importance of a multi-agency approach being taken when dealing with Domestic Abuse, so that the victim and any children involved can be safeguarded with a plan that is devised collectively by all agencies involved.

Reflecting on this incident, although I am happy with the outcome whereby the victim is receiving support from numerous agencies and the offender was remanded in prison, there are elements of this case that I recognise caused me to doubt myself. There were several occasions where this victim was frustrated and had lost faith within the police service. Admittedly, this did cause me to feel that I had failed the victim, as I understood her frustrations and I could not begin to imagine how frightened she must have felt, especially when the offender’s behaviour continued, and arguably worsened, despite police involvement. However, looking back, I can see that I thoroughly investigated all offences that were disclosed to me. I also recognise that I conducted all golden hour enquiries and presented all evidence that I had gathered within my case files. I took positive action and ensured the offender was arrested following two of the incidents I dealt with. The first time that I dealt with the offender he was issued with a restraining order and the second time that I dealt with him, he was remanded in prison. Therefore, I am satisfied that I took all reasonable steps that I could have to safeguard the victim. Secondly, throughout this case, the offender was provided with reasonable opportunity to stop behaving in this way before being issued with a restraining order or being remanded in prison. On reflection, rather than seeing this as a reason to doubt my victim care, this assures me that the case was dealt with impartially and fairly. The victim and her family have been successfully safeguarded

due to the multi-agency approach that was taken, and her faith in the Police Service has been restored which means overall, this case was a success.

**Word count, 1569.**

**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.

**Give a brief description** of the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Consider** the role of discretion in the decision-making process.

**Explain** your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

**Illustrate** how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

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

**ANSWER:**

This essay will focus on a discussion surrounding a dwelling burglary that I have investigated as the officer in case. Reference will be made to my decision making and discretion and how analysis was conducted to ensure that bias was avoided. Explanation will be provided surrounding how my investigation was conducted, highlighting my responsibilities in line with the CPIA. Following this, I will explore my approach towards offender management and the recording and retaining of significant information whilst investigating the offence. Throughout this essay, I will reflect on my performance and decision-making skills used within this investigation using the national decision-making model.

The national decision-making model “is suitable for all decisions” and “The NDM puts the code of ethics at the heart of all police decision making” this is the first element of the model, followed by a further 5 elements as suggested by, College of Policing, (2022). The following steps of the national decision model are, gathering information and intelligence, assessing threat and risk to develop a working strategy, considering powers and policies, identifying options and contingencies, and taking action and reviewing what has happened. Consideration was given to the NDM when planning my investigation of this offence at every step.

With the above in mind, I made further considerations to my responsibilities when investigating this case in line with CPIA. The purpose of this act is to ensure that Police officers “record, retain and reveal to the prosecutor material obtained in a criminal investigation” this is important as the material “may be relevant to the investigation,

and related matters” as set out by Gov UK, (2020). My compliance with this act throughout my investigation is also one of the ways in which I was able to ensure there was no bias present within my investigation.

In relation to the offence, myself and my colleague attended reports of a dwelling burglary which had been reported by the victim’s mother. The mother had been provided with a key and was asked to maintain the house whilst the victim was away on holiday. The victim’s mother informed us that she had secured the property the previous evening and returned the following evening and found the door had been smashed and there was a quantity of blood in the kitchen.

Using the NDM, my first task was to gather information and intelligence. I attended the address and advised the mother not to touch anything to preserve the scene. Golden hour enquiries such as house to house and CCTV enquiries were completed by my colleague and I. Unfortunately, no witnesses were identified. Forensics were contacted who attended the address to take swabs and photographs of the blood which was found in the kitchen. The address was secured, and I contacted the victim arranging to take a statement when she returned from her holiday. On my return to the station, I completed a log outlining what had been conducted, my reasons for this, the resources used and the circumstances of the incident, as recommended by College of Policing, (2022). In compliance with the CPIA, all pocket notebook entries taken surrounding enquiries conducted were uploaded to the file.

I reviewed the information and intelligence that I had. The next question was, “what further information/intelligence do I want/need at this moment?”, College of Policing, (2022). At this time, the only information that I required was the forensic results in hope of identifying a suspect. These blood results were later uploaded to the file by forensics who had identified a positive match for the blood found in the kitchen at the address. The statement had been taken from the victim and uploaded to the file.

I assessed the threat and risk and decided that I needed to take action immediately as there were items alleged to have been stolen which could be at the suspect’s address. I considered what could go wrong if the victim was provided with a name for the suspect, how probable that risk was and how serious it would be and I decided that due to how angered the victim was and the proximity that the suspect lived within, that the level of risk was not acceptable, College of Policing, (2022). The victim was informed of the progress on the file. The victim was not provided with a name in relation to the blood match as this has the potential to damage the investigation. Further decision making behind this decision included the potential offender needing to be interviewed to allow them to give their account and prove or disprove their involvement. This, once again highlighting the efforts made to prevent any bias within my investigation.

I followed the next step of the NDM, to take action, and conducted arrest enquiries for the suspect who I later located. Following consideration of powers and policies available to me under the NDM, I arrested the suspect on suspicion of Burglary which is justified under section 24 of PACE. The necessity of the arrest was so that I could complete a prompt and effective investigation, by interviewing the suspect and conducting a section 18 search on their home address. This was to preserve and secure any evidence that could be found which were alleged to have been taken from

the victim's home address. I was also considering providing the suspect with a section 37 special warning in interview if they failed to account for their blood being found in the kitchen of the address. This warning "allows an inference to be drawn when a defendant fails or refuses to account for his presence at a particular place where it is believed that he may have committed an offence", as supported by CPS, (2017).

I received inspector's authorisation to conduct a Section 18 search on the suspects house as I had "reasonable grounds for suspecting that there is evidence relating to that offence, College of Policing (2022). This was completed by myself and colleagues to a negative result. The paperwork relating to this was scanned in and attached to the file, complying with CPIA. I then interviewed the suspect under caution for the offence of Burglary where the victim denied the offence and offered a reasonable explanation as to why her blood was found in the kitchen of the victim's home address. The suspect advised that there were messages on her phone between the victim and the victim's mother which confirmed her account and that the meeting at the address had been pre-arranged. The suspect provided information in interview, which not only offered a reasonable account for her blood being in the address, but also specific intelligence on the address in question. The suspect also advised that another unknown male was at the address when she attended, and everyone knew that the victim was away at this time. The notes taken during interview were uploaded to the file alongside a comprehensive update summarising the interview by myself, to ensure that all information was retained and recorded as suggested by Gov UK (2020) in compliance with CPIA.

I discussed this with the custody sergeant when reviewing the options and contingencies using the NDM. There was no necessity for the suspect to remain in custody, so she was released under investigation. I also identified that the suspects account provided a reasonable explanation accounting for the presence of her blood. I recognised that as the investigator, I had a responsibility under CPIA "to pursue all reasonable lines or enquiry, whether these point towards or away from a suspect" as acknowledged by Health and Safety Executive, (no date). For this reason, the decision was made to seize the suspect's phone. This is justified under Section 19 of PACE, it was "necessary to seize it to prevent it from being concealed, lost, altered or destroyed", College of Policing, (2022), as the suspect was being released from custody.

In conclusion to my essay and with reference to the review aspect of the NDM, I have adhered to the NDM when making all decisions and I have investigated all lines of enquiry that have been presented to me fully. It could be argued that I have disproved the "anchoring effect" which refers to bias interpretations being drawn through the "tendency to rely too heavily" on a "piece of information when making decisions", College of Policing, (2022) as I did not let the forensic evidence prevent me from exploring other explanations presented to me relating to the suspects DNA being found in the victim's address. Information that has been uncovered within the investigation has allowed me to create an intelligence log surrounding the address in question which has been highlighted to other departments within the force, which may further assist them with investigations that they can explore. Although, it can be argued that no offender has been successfully identified in relation to the allegation of burglary, it is apparent that this information may be discovered once the further enquiries have been investigated fully. The offender has been managed fairly

throughout the investigation and consideration has been given to the information that she presented during interview. The offender was also offered referrals to agencies that can offer her help and support following disclosures made to officers during interview. As a result of this, I feel that the suspect will have felt that she was treated respectfully and will now have a more positive perception of policing as a result.

Word Count, 1562.

## Task 5

### Personal Development Plan (PDP) / Learning Plan.

*As part of your reflective process, please use this table to aid you in identifying the next steps for development. This is equivalent to 500 words. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.*

| Identified area for development                                                                                                                                                                                                                 | How it will be achieved                                                                                                                                                                                                                                                                                                                                                                                                            | Who can provide support?                                                                                                                                                                                                                                                                                                                                                                                                                       | Timeline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Conflict Management.</p> <p>I believe that I need to become more confident in dealing with conflict management I need to start taking the lead during conflict situations rather than assisting colleagues during incidents of violence.</p> | <p>When attending Domestic violence incidents, I can engage with the offender rather than the victim. I tend to gravitate towards the victim and deal with the DASH and PPN, taking accounts and providing safety advice. Moving forward, I need to make a conscious effort to approach the offender, especially when they are offering aggression in order to build my confidence in dealing with this type of confrontation.</p> | <p>My tutor would be able to support me with this by staying with the victim whilst I separate the offender. My colleagues will also be able to provide support by giving advice or allowing me to watch how they deal with aggression and violence in situations. This way I will have the opportunity to pick out things I like from other colleagues approaches and implement them within my own approach to these types of situations.</p> | <p>Now that I am more confident when dealing with victims and gathering all the relevant information such as submitting DASH and PPN's. I can now begin to separate the offender at domestic abuse calls, this is something that I can begin to work on immediately, so I hope to achieve this by 30/10/2022. By this time, I hope to have dealt with at least 3 aggressive/violent incidents which will have allowed me to gain experience and confidence within these types of incidents.</p> |
| <p>Paperwork/Case files.</p> <p>I do not feel very confident when completing paperwork after incidents or putting</p>                                                                                                                           | <p>I can improve on this by updating every call when I return to the station. and completing all the paperwork independently and</p>                                                                                                                                                                                                                                                                                               | <p>My tutor and mentor can check my paperwork prior to submission and identify areas of improvement for me to work on. My tutor can allow me</p>                                                                                                                                                                                                                                                                                               | <p>I hope to be confident in completing paperwork for every crime and completing case files by 01/10/2022 once I have been</p>                                                                                                                                                                                                                                                                                                                                                                  |

|                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| casefiles together after dealing with a prisoner.                                                                                                                                                                                                                          | asking a tutor to check it is accurate and thorough.                                                                                                                                                           | to complete the paperwork independently before checking it so that I gain confidence in doing these things independently.                                                                                                                                                 | able to attempt different types of incidents and cases several times.                                                                                                                                                                   |
| <p>Updating Electronic Pocket Notebook Entries.</p> <p>I need to improve on keeping my electronic pocket notebook completely up to date throughout my tour of duty. At the moment I only remember to update when I am booking on and off duty or completing an arrest.</p> | <p>I need to begin updating my electronic pocket notebook when I am allocated handovers or two to ones in briefing. I also need to update what calls I have attended and when I have conducted interviews.</p> | <p>My tutor would be able to provide support by reminding me to update my electronic pocket notebook before or after calls. This is also something my tutor could check for me to ensure that I am doing this correctly and thoroughly at the end of my tour of duty.</p> | <p>I hope to have improved on this by the 30/09/2022. This is something that I need to get into the habit of doing so if I can consistently do this over the next two set of shifts then I should remember to do this indefinitely.</p> |

## Bibliography

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.

College of Policing (2022) *Communication*. [online]. Available at: [Communication | College of Policing](#) (Accessed 3 August 2022)

College of Policing (2022) *Conflict management skills*. [online]. Available at: [Conflict management skills | College of Policing](#) (Accessed 2 September 2022)

College of Policing (2022) *Getting started*. [online]. Available at: [Getting started | College of Policing](#) (Accessed 2 September 2022)

College of Policing (2022) *Partnership working and multi-agency responses/mechanisms* [online]. Available at: [Partnership working and multi-agency responses/mechanisms | College of Policing](#) (Accessed 2 September 2022).

College of Policing (2022) *Supporting material*. [online]. Available at: [Supporting material | College of Policing](#) (Accessed 2 September 2022)

College of Policing (2022) *Working with victims and witnesses*. [online]. Available at: [Working with victims and witnesses | College of Policing](#) (Accessed 2 September 2022)

College of Policing (2022a) *Arrest and other positive approaches*. [online]. Available at: [Arrest and other positive approaches | College of Policing](#) (Accessed 2 September 2022)

College of Policing (2022a) *Conflict management skills*. [online]. Available at: [Conflict management skills | College of Policing](#) (Accessed 3 August 2022)

College of Policing (2022a) *National decision model*. [online]. Available at: [National decision model | College of Policing](#) (Accessed 2 September 2022)

College of Policing (2022a) *Search powers, and obtaining and executing search warrants*. [online]. Available at: [Search powers, and obtaining and executing search warrants | College of Policing](#) (Accessed 2 September 2022)

College of Policing (2022b) *Arrest and other positive approaches*. [online]. Available at: [Arrest and other positive approaches | College of Policing](#) (Accessed 2 September 2022)

College of Policing (2022b) *Conflict management skills*. [online]. Available at: [Conflict management skills | College of Policing](#) (Accessed 3 August 2022)

College of Policing (2022b) *National decision model*. [online]. Available at: [National decision model | College of Policing](#) (Accessed 2 September 2022)

College of Policing (2022b) *Search powers, and obtaining and executing search warrants*. [online]. Available at: [Search powers, and obtaining and executing search warrants | College of Policing](#) (Accessed 2 September 2022)

College of Policing (2022c) *Arrest and other positive approaches*. [online]. Available at: [Arrest and other positive approaches | College of Policing](#) (Accessed 2 September 2022)

College of Policing (2022c) *Conflict management skills*. [online]. Available at: [Conflict management skills | College of Policing](#) (Accessed 3 August 2022)

College of Policing (2022c) *National decision model*. [online]. Available at: [National decision model | College of Policing](#) (Accessed 2 September 2022)

CPS (2017) *Adverse inferences*. [online]. Available at: [Adverse Inferences | The Crown Prosecution Service \(cps.gov.uk\)](#)

CPS (2017) *Hate Crime*, [online]. Available at: [Hate crime | The Crown Prosecution Service \(cps.gov.uk\)](#) (Accessed 2 September 2022)

DASH risk model (2022) *Dash risk model*. [online]. Available at: [Dash Risk Checklist | Saving lives through early risk identification, intervention and prevention](#) (Accessed 2 September 2022)

Gov UK (2020a) *Criminal Procedure and Investigations Act 1996 (section 23(1)) Code of practice*. [online]. Available at: [Criminal Procedure and Investigations Act 1996 \(section 23\(1\)\) Code of Practice - GOV.UK \(www.gov.uk\)](#) (Accessed 2 September 2022)

Gov UK (2020b) *Criminal Procedure and Investigations Act 1996 (section 23(1)) Code of practice*. [online]. Available at: [Criminal Procedure and Investigations Act 1996 \(section 23\(1\)\) Code of Practice - GOV.UK \(www.gov.uk\)](#) (Accessed 2 September 2022)

Gwent Police (2022) *Code of ethics*. [online]. Available at: [Code of Ethics | Gwent Police](#) (Accessed 2 September 2022)

Harvard Health Publishing, Harvard Medical School (2022a) *exercising to relax*. [online]. Available at: [Exercising to Relax - Harvard Health Publishing - Harvard Health](#) (Accessed 25 July 2022)

Harvard Health Publishing, Harvard Medical School (2022b) *exercising to relax*. [online]. Available at: [Exercising to Relax - Harvard Health Publishing - Harvard Health](#) (Accessed 25 July 2022)

Health and Safety Executive (no date) *Key requirements of the CPIA*. [online]. Available at: [Key requirements of the CPIA - Pre-Trial - Enforcement Guide \(England & Wales\) \(hse.gov.uk\)](#) (Accessed 2 September 2022)

John Hopkins Medicine (2022a) *health*. [online]. Available at: [The Friend Who Keeps You Young | Johns Hopkins Medicine](#) (Accessed 25 July 2022)

John Hopkins Medicine (2022b) *health*. [online]. Available at: [The Friend Who Keeps You Young | Johns Hopkins Medicine](#) (Accessed 25 July 2022)

John Hopkins Medicine (2022c) *health*. [online]. Available at: [The Friend Who Keeps You Young | Johns Hopkins Medicine](#) (Accessed 25 July 2022)

Legislation.gov.uk (2022) *Police and Criminal Evidence Act 1984*. [online]. Available at: [Police and Criminal Evidence Act 1984 \(legislation.gov.uk\)](#) (Accessed 3 August 2022)

McClean, T. (2019) *Models for reflection*. Available at: [CHttpHandler.ashx \(theinstitute.gg\)](#) (Accessed: 16 June 2022)

Mental Health Organisation (2021) *Stress*. [online]. Available at: [Stress | Mental Health Foundation](#) (Accessed: 16 June 2022)

Mind (2022) *Stress*. [online]. Available at: [Managing stress and building resilience - tips - Mind](#) (Accessed: 16 June 2022)

Mind Tools (No date) *Betari Box*. [online]. Available at: [Betari Box - Communication Skills Training from MindTools.com](#) (Accessed 04 September 2022)

NHS (2022) *What is resilience*. [online]. Available at: [What is resilience – Leadership Academy](#) (Accessed: 16 June 2022)

Oxford Bibliographies (2022) *Repeat victimisation*. [online]. Available at: [Repeat Victimization - Criminology - Oxford Bibliographies](#) (Accessed 2 September 2022)

Scott, E. (2022) *What is stress*. Available at: [Stress: Definition, Symptoms, Traits, Causes, Treatment \(verywellmind.com\)](#) (Accessed: 16 June 2022).

The University of Edinburgh (2022) *Gibbs Reflective Cycle*. [online]. Available at: [Gibbs' Reflective Cycle | The University of Edinburgh](#) (Accessed 3 August 2022)

Warwick University (2022) *Managing conflict*. [online]. Available at: [Managing Conflict \(warwick.ac.uk\)](#) (Accessed 3 August 2022)

|                                                                                    |
|------------------------------------------------------------------------------------|
| <p><b>CONFIDENTIALITY and PLAGIARISM – Will be confirmed through Turnitin.</b></p> |
|------------------------------------------------------------------------------------|

**Recognition and Confirmation of the progress on the Occupational Competency Portfolio (OCP).**

By signing the section below you are acknowledging your progress on O.C.P. This is recognised by the university as work that is fully supporting this module and is equivalent to 500 words towards the overall wordcount.

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: Elsie Thomas (Learner - Electronic signature or type name)

Date: 04/09/2022