

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: Nikhita Ann-Marie Bryant

**Learner's University Registration Number:
2029555**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the Graduate Diploma programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

Area of Professional Practice covered, (called elements in your module descriptor):

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

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

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

In this essay I will be discussing and comparing the coping strategies I used throughout my initial training period of becoming a Police Constable. This was classroom based and lasted for six months, and in this time, I was attested as a Police Constable. I will be discussing how I adapted my strategies and built my resilience in order to minimise my stress.

I had to consider and use several coping strategies in order to do this. The majority of the methods I used during my time at training school I have used in the past, however, they had to be adapted slightly for my new role as a Police Constable.

‘Resilience is not just your ability to bounce back, but also your capacity to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing.’ (MIND – How to manage stress – ‘How can I be more resilient?’ November 2017)

I will be using Borton’s 1970 Model of Reflection throughout this essay. ‘The model provides three questions which can be used to reflect on an event or experience: What? So, What and Now What?’ (Borton, T. (1970) Reach, Touch and Teach, London Hutchinson).

In this essay, I will be discussing my experience throughout training school.

There has been research through the NHS which highlights key factors that cause an increase of stress. ‘Since the Coronavirus pandemic, new stressors have been introduced which would not have deemed a risk previously.’ (NHS – Resilience-based approaches to wellbeing).

One of the stressors highlighted in this area of research were challenging working environments. As a result of the Coronavirus pandemic, this includes remote working. This proved to be a main area where I had to develop resilience during my initial six months training.

The training had to be adapted which meant the majority of the learning was done online through Microsoft Teams. This included challenging lessons particularly when studying more sensitive topics such as sexual offences and child abuse.

As a result of working from home I had to ensure that I adapted and changed my environment to ensure I worked to the best of my capability.

At the start of the training, the online lessons would start at 0900hrs and I would get up a few minutes before, not giving myself much time to set myself up for the day. I would stay in my pyjamas for the first part of the lessons and I would find myself not getting dressed until the morning lessons finished which were around 1200hrs. I initially thought this was a good idea, as enjoyed having the extra time in bed and no travelling to work time. However, I slowly started to realise this reduced my productivity, and I found myself becoming restless.

This had a significant impact on my general health and wellbeing, which eventually increased my stress levels. Ultimately, I found that my productivity levels were so low, I stopped exercising and started to snack more throughout the day rather than eating full meals. I found that by wearing my pyjamas it decreased my motivation to work. After finishing the online lessons my motivation was so low, I didn't want to do any further work like revising and I often found I would just sit and watch television before then going back to bed.

I realised, quite early on that I needed to change the way I approached online learning if I wanted to increase my productivity.

In the mornings before starting the online lessons at 0900 hours I still got up at the same time that I would usually get up if I had to go into work. I used this time to do a home workout, shower and have breakfast before the lessons would start. I then ensured I got dressed into clothes, instead of staying in my pyjamas.

I found that this increased my productivity significantly and made me feel more energised throughout the day. It also helped me to get the most from the online lessons and I found myself taking in more information.

'The coronavirus outbreak has meant big life changes for us all, including adjusting to new ways of working.' (NHS – Every mind matters – 7 simple tips to tackle working from home).

Another stressor that I personally had was the change of job role and working time patterns.

Before being attested as a Police Constable, I worked in the Force Control Room as an operator. This followed a set shift pattern of six days working and four days off. It also consisted of multiple working times including day shifts, afternoon shifts and night shifts. I developed a resilience to working a shift pattern, particularly nights, and going back to a week-day time job I initially found challenging.

At the start of the six months, I found that I did not prioritise my time correctly and also found myself staying up extremely late and not going to bed early. I would get up early the next day for work after not having had much sleep the night before. This had a negative impact on my motivation to do any work, and often I did not want to revise or look over work as I was too tired.

The lead up to the first exam, I started to display physical symptoms to stress. This included headaches and muscle pain where my body felt constantly tired. I also found myself developing multiple changes in my behaviour, the main one was that I was irritable and felt constantly tired. I had difficulty concentrating in class and found it difficult to learn any legislation. I quickly started to feel quite overwhelmed with everything.

'Stress can cause many different symptoms. It might affect how you feel physically mentally and also how you behave.' (NHS – Stress – Symptoms of Stress. 15th October 2019).

I realised that I needed to change my habits and start prioritising my time effectively. I started by writing a list of what I needed to do that day, and what topics I needed to revise in preparation for the exam.

I was also much stricter on the times I went to bed, and found that by giving myself enough time in the morning and incorporating exercise before work, it left me with enough time after work to incorporate any revision time as well as giving me the time to settle before going to bed. I also ensured I went to bed early enough and get the appropriate amount of sleep in.

I started seeing a change in my behaviour and mood as well as physically quite quickly. My headaches started to go, and I felt more energised to do things throughout the day. I also found it had a positive impact on my social life outside of work as I was no longer too tired to make any plans with friends and family. This also gave me more motivation to study for my exams.

My body started adjusting to my new working times and I started building and strengthening my resilience.

'There are many factors and situations in an individual's life that can cause stressors and affect their mental and physical wellbeing. The capacity to stay well during these times is called resilience and there are multiple ways that can help strengthen it.' (MIND – POLICE 'How to manage your mental wellbeing' 2015)

Personally, I found that identifying the causes of my stressors, such as not prioritising my time, which led to me feeling overwhelmed and then addressing them in the appropriate way helped to strengthen my resilience. I also found that looking after my physical health such as physical activity, my diet and sleeping patterns all had an impact.

'Some people may be more naturally resilient than others, but overall, police officers need to be very resilient compared to civilians.' (In Time – Tips for Police Officers to Build Resilience)

Since entering the next stage of my Police Constable training, and joining my shift pattern on response, I have ensured to adapt my coping methods to ensure my resilience towards other stressors remains strong. I believe that by addressing these methods in my initial training it has provided me with a solid base in addressing how I manage and cope with situations. Using the Borton's model of reflection throughout my tutorship phase has also helped me focus on areas I need to improve, and subsequently leading to me building a higher resilience in the working environment.

Word Count: 1,401.

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

You must choose a policing incident involving conflict in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

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

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

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

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The incident involved a 13-year-old female, who was feeling suicidal. The report initially came in from two of the female's friends, who stated she had assaulted them because they had tried to prevent her from harming herself.

There has been a rise in Mental Health calls. 'The number of mental health incidents dealt with by police has risen by more than quarter in four years. There were 385,206 incidents flagged as mental health-related in 2014, in 2018 that figure was 494,159, a rise of 28%.' (BBC NEWS – Police 'Dealing with more mental health incidents' 2 September 2020)

'Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways.' (Mental Health and behaviour in school – Department for Education – November 2018)

The call came in as an emergency graded response which meant an immediate attendance was necessary.

'Police decision making is often complex. Decisions are required in difficult circumstances and are often made based on incomplete or contradictory information. To help everyone in policing make decisions and to provide a framework in which decisions can be examined and challenged, both at the time and afterwards, the police service has adopted a single, national decision model (NDM)' (The College of Policing – National Decision Model – 23rd October 2013).

Therefore, using the NDM, with the code of ethics being the core principle I started my decision-making process.

'When responding to incidents involving children who are experiencing Mental Health problems or distress, the overriding consideration should always be the welfare of the child, ensuring protection from harm and access to assessment where appropriate.' (The College of Policing – Children and the use of Section 136 of the Mental Health Act 1983)

As I was on the way to the incident, I requested further details from the Force Control Room. I requested background information on the 13-year-old female, and it came to my attention that there had been previous incidents whereby the female had gone missing and had stated she wanted to harm herself. This was the gathering information and intelligence part of the NDM. This would help me gather the information I needed to make an accurate assessment of what I deemed an appropriate response to the incident. However, it is always important to ensure an officer is prepared for anything to happen when attending incidents. How the call has been made and reported to the police is not always correct, and therefore officers should attend prepared for this.

From the information that I received I then started thinking about how to respond to this incident.

The first tactic I considered was effective communication. The female was young, being only 13 and was extremely upset, from the report that had been made to us. This is in line with the assess threat and risk and develop a working strategy part of the NDM.

'Our frame of mind plays a large role in the behaviour we exhibit. When we're feeling negative, we can be impatient, we get angry, we might even yell or argue, and we can demotivate people. As these behaviours affect the people around us, they direct those negative behaviours back on us – and the conflict gets worse.' (Betari Box – Linking Attitude and Behaviour)

'Betaris box describes how people can get locked into a vicious or virtuous circle of communication, based on how their attitudes and behaviour respond to each other.' (The College of Police – Conflict Management Skills – Betaris Box – 2 September 2020)

On arrival to the incident the female was extremely agitated, crying and screaming. She would not engage with officers at all and tried to run off.

This is when I decided to use the Five Step Appeal (The College of Policing – Conflict Management Skills – The Five Step Appeal, 2 September 2020).

1. Simple appeal – ask the person to comply with your request.
2. Reasoned appeal – explain why the request has been made, what law (if any) has been broken, and what has caused the request.
3. Personal appeal – remind the person that they may be jeopardising things that are high priorities to them.
4. Final appeal – tell the person what is required and use a phrase that means the same as the following: “is there anything I can reasonably do to make you cooperate with me/us?”
5. Action – reasonable force may be the only option left in the case of continued resistance.

I tried the initial simple appeal, which did not work. The female still would not engage with officers.

I then tried the reasoned appeal and informed her why we were there and that I would like to help her.

The female still refused to engage and actually tried to run away. I then proceeded to the personal appeal. Asking the female about her family, what had led to the incident tonight and if there was anything I could do to help.

The female then started to engage with me, and actually stood with me.

‘Children and young people will have vulnerabilities because of their physical, emotional and cognitive development. this could mean they behave differently to adults in response to distress or trauma. Some children and young people who come into contact with the police will also have a physical and mental illness, reduces mental capacity or neurological differences.’ (College of Policing – Conflict Management Skills – 2 September 2020)

I then used the LEAPS model in order to build a rapport with the young female. ‘The LEAPS model is as follows:

L – Listen to the whole message and the feelings. Do not just take the content at face value and try not to interrupt.

E – Empathy be open minded about what is said, show understanding and try not to judge.

A - Ask – use effective questioning to establish or clarify the facts, seek opinions and check understanding.

P – Paraphrase, repeat back your understanding of what you have heard.

S – Summarise, condense everything that has been said into a concise and simple statement, and check on any agreed actions.

This model provides officers and staff with a way of dealing with resistance and involves them giving the person every chance to comply with their requests’.

(The College of Policing – LEAPS Model – Conflict Management Skills, 2 September 2020).

I used the listening stage of the LEAPS model to establish all details, despite the initial report stating she had assaulted a friend. I told her that I was there to help her and wanted to make sure she knew that. I asked her how she was feeling. This seemed to develop a rapport between us as she started to tell me what had instigated her feelings, she was being bullied in school.

I used the paraphrase of the LEAPS model to ensure she knew that I was listening to her and I was understanding what she was saying. I was also making sure she knew that I cared, and that I wanted to be there and listen, something which she also stated she felt like nobody would listen to her.

After building a rapport with the female, she was then happy to get into the police vehicle to be taken home. It was important to ensure she was aware that she was not arrested. The female was initially upset about the report of assault that her friend had made. She stated that she had not assaulted her it was a misunderstanding.

‘Despite the report of an assault, an officer must consider the age of a child or young person when deciding whether any of the Code G statutory grounds for arrest apply. This factor there was no necessity to arrest, the friend stated she could not remember exactly what had happened as it happened too fast. She stated that the female acted out due to being extremely upset, and therefore it was not appropriate at the time to arrest the female’. (The College of Policing – Detention and custody – Children and young persons, 31 December 2021). This is in line with the consider powers and policy of the NDM.

At this time, it was clear that the child’s mental health was the main priority. She had told officers she no longer wished to be alive and had told me that she had been bullied.

When it comes to Mental Health calls there are two parts of legislation that Police Officers must consider. Police Constables have powers under the Mental Health Act. Section 135 allows a police officer to enter a property with a warrant and take the individual to a place of safety or an assessment.

Section 136 allows a Police Constable to take the individual to a place of safety for assessment under the Mental Health Act if the individual is in a public place.

‘There has been recurrent failing in the level and style of communication between Police Officers and people with mental ill health and vulnerabilities. This can lead to the disproportionate use of force and traumatic experiences for these people.’ (The Bradley Report 2009 and the Independent Commission on Mental Health and Policing 2013)

Using the National Decision Model, I did not deem any of these appropriate at this time. The female was engaging and understood she needed to return home to address this with her family.

In respect to the identify options and contingencies of the National Decision Model, on this particular occasion I decided to take the young female home, to discuss with her family the best way forward. It was important that they knew and understood how the young female was feeling, especially in relation to the bullying at school.

When we arrived at her home address, her mother answered the door. I informed her what had happened this evening and she invited us inside the address.

The young female then started to become agitated again, she started shouting and stated she did not want to be there.

It was clear that there were ongoing issues within the family home, and a clear relationship breakdown between the young girl and her mother.

At the address, there was also a 7-year-old, who was the female's younger sister.

The female had disclosed to me she was having difficulty identifying who she was, she was being bullied because she had short hair, and there were also issues at home. The female informed me her Mother and Father had broken up and he had moved away.

'Mental Health problems affect around one in six children. They include depression, anxiety and conduct disorder (a type of behavioural problem) and are often a direct response to what is happening in their lives. Traumatic events can trigger Mental Health problems for children and young people who are already vulnerable.' (Mental Health Foundation – Children and Young People – 12 August 2021)

The family all started to argue, and tensions were high. I decided the best way forward would be to speak to them all separately in different rooms. My colleague stayed downstairs to speak to the mother and the young female, whilst I went upstairs to speak to the younger sister.

When I went upstairs the young girl was crying, alone in her room with the lights off. I asked if it was okay for me to come in and I turned the light on.

I utilised the LEAP model to build a rapport.

When she was comfortable to speak to me, she informed me that there was a family breakdown because her father had left and she felt like she could not have a relationship with her father without upsetting her older sister, who blamed her.

After speaking to all members of the family separately, I then spoke to them as a group. I asked the Mother if she would consent to me submitting a Public Protection Notification Report which is something the Police have to submit when any incidents are domestic related or involve any children.

The mother consented to me sharing this information and informed me that they were attending a meeting tomorrow with Social Services about the issues they were having. The Mother stated that the Father of the children would also be there, and this is why she felt that her daughter had reacted this way this evening.

'In incidents that involve Mental Health of a child, help in facilitating communication may sometimes be necessary. Officers can seek assistance from, parents, family and carers. Officers should, however, be mindful of not excluding the subject from conversation or decision making unless their needs demonstrate that this requirement exists.' (The College of Policing – Mental Vulnerability and illness – 3 August 2016)

Having taken into consideration how the Mother speaking on her behalf would make the young female feel, particularly because she had informed me nobody was listening to her, and what she felt or needed. I spoke to the young female and asked her if this was true, she agreed and got extremely upset because she did not want to see her father.

After leaving the home I returned to the station and ensured to submit a Public Protection Notification Report. I ensured to submit a full, detailed thorough report. I then submitted the report to Torfaen Social Services which is in line with Gwent Police's policy.

Following the incident there have been several other incidents involving this young female. On reflection, the young female needs further support and engagement from other agencies. The female repeatedly runs away from home.

'There may be local organisations in the area that can provide repeat runaway with an opportunity to talk about their reasons for running away and can link runaways and their families with longer-term help if appropriate.' (Department for Education – Statutory guidance on children who run away or go missing from home or care. June 2013)

Word Count: 2,298

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened

Critically assess a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

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

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

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

The incident involved an offence of breach of bail conditions between the victim and her ex-partner. The report initially came in from the victim reporting that her ex-partner who had bail conditions not to contact her or attend her address had turned up at her home address that evening.

As I arrived, the male had just left the address, which amounted to it being the third time he had turned up that evening. Therefore, a further offence of Stalking needed to be investigated.

The call came in as a priority grading response. Which meant it had to be responded too within the hour. I had prior knowledge of the victim and the offender as I was aware of an incident that had happened between them in the South Wales Police area. Domestic abuse is a force priority.

‘The definition of Domestic violence is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged over 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional.’ (The Victim Support – Domestic Abuse)

Incidents involving Domestic Violence have been particularly heightened following the rise of incidents during the Covid-19 lockdown.

'Domestic abuse is often a hidden crime that is not reported to the Police. Therefore, data held by the police can only provide a partial picture of the actual level of domestic abuse experienced. Many cases will not enter the criminal justice process as they are not reported to the police. The coronavirus pandemic has escalated and closed down routes to safety for women to escape. Survivors contacting Women's Aid's direct services have reported escalating abuse and having to live in lockdown with an abuser due to Covid-19. Women in lockdown with their abuser will be less able to get breathing space. It will be harder to text or phone to get support from friends and family, and from specialist support services.'

(Women's Aid – Impact of Covid-19)

On arrival to the call I ensured the Victim was okay, before taking a description of the offender due to the fact she had informed me he had just left the area. I then passed the description on to the Force Control Room for them to pass observations around the area the incident had occurred.

I then went inside to speak to the victim. The victim was extremely shaken up and she was crying. There were no cultural or language issues and therefore no difficulties with us both communicating. This is in line with the first right under the Code of Practice for Victims of Crime.

'The Code of Practice for Victims of Crime (Victim's Code) sets out the minimum standards that must be provided to victims of crime by organisation in England and Wales. Victims of crime should be treated in a respectful, sensitive and professional manner without discrimination of any kind.'(The Code of Practice for Victims of Crime in England and Wales and supporting public information materials – Gov.uk Website)

The victim informed me that she did not feel safe in her home. She informed me she had been given a camera for the door, which she was not sure how to work, and she felt uneasy as she lived in a three storey house and could not hear if something potentially happened on the lower floor when she was in bed. The victim informed me that she had contacted her letting agency who was the council and they told her there was nothing they could do, even though she was currently going through a High-Risk Domestic Violence incident in the South Wales Police area.

As a result, I got hold of the Force Control Room and asked if they were able to pass details of the council letting agency that the female rented from. I rang the council and informed them the victim was High Risk of domestic abuse. They ensured me they would have somebody out to provide special locks on all internal and external doors and set up a CCTV system.

The offender left items at the address for the victim. This included a handwritten card, which I put inside a sealed evidence bag using gloves and exhibited in line with force policy. It also included a bunch of flowers; it did not make sense to seize and exhibit the flowers as they are perishable. I therefore took photographs of the flowers and exhibited through my electronic pocket notebook.

After completing a statement from the victim, I asked if she would be willing to complete a Victim Personal Statement.

'All victims of crime should be offered an opportunity by the police to make a Victim Personal Statement. In this statement the victim may explain the effect that the crime has had on them, as well as including information about their wishes and needs during the case. The Victim Personal Statement scheme has been included in the revised Victim' Code for the first time. '(CPS – Victims and Witnesses, CPS Commitment to Support – Gov.uk)

After discussing the importance of a VPS and that it was a chance for the victim to state how the incident had made them feel, rather than a factual statement which is required following an incident, the victim decided she would complete a VPS later. She stated that she did not know exactly how the incident had made her feel as of yet. She stated that she was scared but confused and upset.

I returned to the Victim's address a few weeks after the incident to complete a VPS where the victim was able to fully explain the impact the incident had on her everyday life. This was much more effective as the victim had a chance to live her life for a few weeks and could see the effect it had on her.

I ensured to keep the Victim fully informed of the investigation. This included regular updates whenever there was an update with the incident, and when I returned to duty. I also ensured to keep the victim updated of my working schedule and when my rest days where, to ensure she would understand I would not be able to reply to her if it fell on a rest day.

Under the Code of Practice for Victims of Crime, a victim has the right to be referred to services that support victims and have services and support tailored to their needs. The victim informed me she was receiving support from a Domestic Abuse team within the South Wales Police area, however as she was now a victim of a crime in the Gwent area, and that is where she resided I asked if she would be willing for our Domestic Abuse outreach team to get in touch with her. The victim was extremely grateful about this and requested any help that was available for her.

I ensured the Domestic Abuse Outreach team had been tagged in the initial report in order for them to be made aware of the incident.

The offender in this incident lived in a different Force area than where the Victim lived. I therefore passed the details of the occurrence on to the relevant area for them to conduct priority arrest enquiries. I attended this incident on my last day of my set and knew I would be going onto rest days the following morning.

I did not want to mislead the Victim and therefore kept her informed of what I would be doing with the incident. As part of the Victims Code one of the victim's rights is to be provided with information about the investigation and prosecution. This is particularly important when dealing with incidents of Domestic Abuse as the victims often feel scared and it is vital for them to be aware of how the investigation goes ahead. Especially for victims who had not engaged with Police before.

As the victim was deemed as High Risk, I ensured I informed the relevant people. This included my Sergeant and the Bronze Sergeant. There were also children residing at the address and in line with Force Policy I ensured to get their details and the schools they attended.

Before terminating duty, I ensured all the relevant paperwork was completed, started the case file and submitted a Public Protection Notification Report. In this report I ensured to complete a Domestic Violence assessment which is referred to as a DASH form. I went through this form with the victim, ensuring they understood each question.

I then sent this form off to Social Services which would ensure the victim obtained all the support she would need and want to follow this incident.

On my return to duty I was informed the arrest enquiries had not been completed. I rang the Victim to update her of this, and informed as I was returning to duty, I would be going over to the other force area to conduct the Arrest enquiries myself.

On reflection, the Victim was quite upset to learn that the offender had not been arrested. I should have managed her expectations with the area's workload. There were many ongoing incidents on the system that were emergencies and took priority over the arrest enquiries. I explained this to the victim on my return however, it would have been beneficial for the victim to be informed from the start. This would have prevented any misunderstanding and stress on the victim's behalf.

I was able to locate the male and arrest him and subsequently interviewed him about the incident. The offender admitted the incident and was therefore given new bail conditions by the custody Sergeant.

I spoke to the victim previously about the bail conditions that the male had been given by South Wales Police following the first incident between them. The victim informed me she did not feel comfortable that the bail conditions didn't cover her work address, and her Mother's home address where she attended regularly. Therefore, following the interview I spoke to the Custody Sergeant and explained this to him. We therefore ensured the new Bail Conditions given covered both new addresses and the victim felt much safer as a result.

'Many witnesses experience stress and fear during the investigation of a crime and when attending court and giving evidence. Stress can affect the quantity and quality of communication with, and by, witnesses of all ages. Some witnesses may have particular difficulties attending court and giving evidence due to their age, personal circumstances, fear of intimidation or because of their particular needs. In such circumstances, where witnesses are considered to be vulnerable or intimidated, 'special measures' can improve the quality of their experience by helping them to give their 'best evidence.' (The Crown Prosecution Service, Legal Guidance – Special Measures)

The victim stated during the initial police response that she did not need or feel that she required any special measures. However, after I updated her on the investigation and stated that the male had been subsequently arrested, it started to feel very 'real' for her. She then stated she felt that she would benefit from special measures as she felt intimidated and very vulnerable. We therefore discussed and went through the Victim's thoughts on applying for Special Measures through the courts. I went through the application with her and informed her that it would be up to the court to make the final decision.

'Special measures are a series of provisions that help vulnerable and intimidated witnesses give their best evidence in court and help vulnerable and intimidated witnesses give their best evidence in court and help to relieve some of the stress associated with giving evidence.

Special measures apply to prosecution and defence witnesses, but not to the defendant and are subject to the discretion of the court.’ (The Crown Prosecution Service, Legal Guidance – Special Measures)

The victim in this incident had informed me that she had felt let down by another Police Force as they were not providing her with any updates. The victim was confused and didn’t understand the process of the two incidents being in two different forces. I received an email from a member of the Force Control Room stating she had rung in asking for clarity whilst I was off duty. On my return I therefore rang her just to go through any questions she had, regardless of whether it was this incident or the previous one. The victim understood the process much better afterwards and stated it had helped to ease her stress now that she knew what was going on.

‘A key objective that Gwent Police aim to achieve is to raise awareness and increase confidence of victims of domestic abuse and sexual violence to report incidents.’ (Gwent Police – Equality Plan 2020-2024)

It is vital that we engage with victims throughout the process of the investigation to ensure they understand the procedures and remain involved in the investigation throughout.

‘It is therefore important that we provide excellent support for all victims of crime with a particular focus on prevent further serious harm.’ (Gwent Police – Our Priorities)

The victim had told me that she had been in a previous relationship that did not end well, that she also had to report to the police a few years ago. With what the victim had disclosed and the main focus being to prevent any further harm to the victim, I informed the victim of a process called a Claires Law application.

‘The Domestic Violence Disclosure Scheme (DVDS). Also known as a Claires Law enables the police to disclose information to a victim or potential victim of domestic abuse about their partners or ex-partners previous abusive or violent offending. The scheme has two elements: the ‘Right to Ask’ and the ‘Right to Know’. Under the scheme an individual or relevant third party (for example a family member) can ask the police to check whether a current or ex-partner has a violence or abusive past. This is the ‘Right to Ask,’ if records show that an individual may be at risk of domestic abuse from a partner or ex-partner, the police will consider disclosing the information. The ‘right to know’ enables the police to make a disclosure on their own initiative if they receive information about the violent or abusive behaviour of a person that any impact on the safety of that persons current or ex-partner.’ (Gov.uk – Domestic Violence Disclosure Scheme factsheet. 22 November 2021)

Word Count: 2,412

Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

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

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

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

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This incident involved an offence of Malicious Communications. The victim reported that a male offender, had gone onto the community Facebook group and wrote an inappropriate message. As a result, the victim messaged the offender asking for him to not write such comments on the Facebook page and for him to delete his message. The offender then started to send the Victim abusive messages via a private Facebook messenger chat.

The definition of Malicious Communications is 'Offence of sending letters with intent to cause distress or anxiety. Any person who sends to another person, a letter, electronic communication or article of any description which conveys, a message which is indecent or grossly offensive; a threat; or information which is false and known or believed to be false by the sender.' (Legislation.gov.uk – Malicious Communications Act 1988)

The increasing use of Social Media has led to an increase of offences involving malicious communications via Facebook and other social media platforms. Although under Article 10 of the European Convention on Human Rights individuals have a 'freedom of speech' it is

important to establish if the messages sent have gone further than someone expression their views and opinions. In this incident, the messages were sent privately to the victim of an abusive nature.

The incident was a scheduled call, that required officer's attendance within 72 hours.

'Police decision making is often complex. Decisions are required in difficult circumstances and are often made based on incomplete or contradictory information. To help everyone in policing make decisions and to provide a framework in which decisions and to provide a framework in which decisions can be examined and challenged, both at the time and afterwards, the police service has adopted a single, national decision model (NDM)' (The College of Policing – National Decision Model – 23rd October 2013).

Therefore, using the NDM, with the code of ethics being the core principle I ensured I acted in the professional manner treating all individuals fairly and justly and in line with the code of ethics. I then started my decision-making process.

The first stage of the NDM is the Code of Ethics. This 'sets out the policing principles that members of the police service are expected to uphold and standards of behaviour they are expected to meet.' (The College of Policing – National Decision Model 15 December 2014)

The second stage of the NDM is the gather information and intelligence. 'During this stage the decision maker defines the situation and clarifies matters relating to any initial information and intelligence.' (The College of Policing – National Decision Model 15 December 2014)

In order to do this, I had to establish what had happened. By speaking to the victim and establishing the facts of the incidents, he states he had received multiple Facebook messages following a post made, that were not replied to. The victim then blocked the male to prevent him from receiving any further threats. The victim in this instance was a Councilman and had set up the Facebook page for members of the community to voice their local concerns.

After speaking to the victim, and being informed there were multiple messages, I needed to gather further information in order to assist in my decision making. Therefore, I asked the victim to see the messages he had been sent.

There were no language barriers between me and the victim and therefore no issues with any communication.

The victim had taken a 'screen shot' all the Facebook messages including the original post that was made. I was then able to read these messages.

I then asked the Victim if he would be willing to send the Screen shots to me via a link on the 'NICE' system which is how Gwent Police send and receive any multimedia from members of the public.

From the messages I could see the offender did not have his full name. Therefore, it would be difficult to establish who he was. In order to proceed I needed further information. The victim informed me that he had been told by another member of the Facebook group, the offenders full name and where he lived.

I was then able to use the policing systems such as Voters check on the offender's full name, and NICHE for any previous incidents. I therefore was able to find a home address for the offender.

The third stage of the NDM is assess threat and risk and develop a working strategy. 'This analytical stage involves assessing the situation, including any specific threat, the risk of harm and the potential for benefits. Among other things decision makers should consider the objectives of preventing discrimination, promoting good relations and fostering equal opportunities.' (The College of Police – National Decision Model, 15 December 2014.)

The messages sent by the offender were not of immediate threat to the individual and focused more of the area rather than the victim himself. The victim informed me that the male would not and could not know where he lived, and he had never had any communication with him in the past. The victim also stated that a few hours after he had received the messages the offender then went on to write another post apologising for his words and stated he had done it out of a frenzy of anger and did not mean any harm. The victim felt safe but was not happy with the messages he had received.

Therefore, I was satisfied that there were no real concerns or immediate threats and I could investigate the matter thoroughly without needing immediate action.

However, there was still a need for an appropriate policing response regardless of the level of threat perceived by the victim. 'All victims deserve an individual response, not just victims of major crime.' (The College of Policing – Victims Code: Victims Right)

I wanted to ensure the Victim would feel safe and protected and receive the best possible service that I could give them. I therefore asked the victim how he would like the incident dealt with and informed him of the options we had going forward.

The victim stated he understood the offender was sorry, however he felt that he needed to be spoken to in regard to the incident. The victim did not want to provide a formal statement but did want an officer to go around to his address and tell them that their actions had consequences.

The fourth stage of the NDM is consider powers and policy. 'This stage involves considering the powers, policies and legislation that could apply in this particular situation.' (The College of Policing – National Decision Model)

Due to the nature of the messages, being quite hateful towards local people and the Councillor, it fell under the offence of Malicious Communications. Although the victim did not wish to go down a formal route, I decided to consider all my options in regard to dealing with this offence, which is a lower-level offence.

The fifth stage of the NDM is identify options and contingencies. 'This stage involves considering the different ways to make a particular decision (or resolve a situation) with the least risk of harm.' (The College of Policing – National Decision Model).

By using my discretion, and gathering all of my available options, I did not believe that Words of Advice would be appropriate. Therefore, I asked the Victim if he would be willing to participate in restorative justice.

'This process can be used where both the victim and the offender agree to it. A restorative conference brings both parties in a controlled environment, along with other relevant individuals in a process which is facilitated by a trained police officer.' (The College of Policing – Justice Outcomes – Restorative Justice.)

The particular justice outcome I deemed appropriate was community resolution.

'Community resolutions, which can include elements of restorative justice, can be used for adults or youths and are a non-statutory disposal. They are a method of dealing with an offender for a lower level crime, in a way which is proportionate. Resolutions can be offered when the offender accepts responsibility for offending behaviour, and in most cases, where the victim has agreed that they don't want more formal action taken.' (The College of Policing – Justice Outcomes – Restorative Justice: Out of Court disposals framework: Community Resolution)

The victim was extremely happy with this option and stated he would be willing to sign a community resolution, given that the offender apologised and agreed not to make any further posts of those nature. I informed the victim I would have to visit the offender to explain the process to them.

The final stage of the NDM is take action and review what happened.

'This stage has two distinct steps. At the action step, decision makers are required to make and implement appropriate decisions. The review step requires decision makers to review and reflect on what happened once the incident is over.' (The College of Police – National Decision Model)

After receiving the support for the community resolution from the victim I attended the home address of the offender.

I informed the offender of who I was, where I was stationed and why I was there. The offender immediately knew why I was there and apologised for his actions immediately. The offender stated it was not appropriate, he had a moment of lapsed judgement and stated it is not something he has ever done. He informed me that he apologised for his actions but realised that the harm and hateful comments had already been said.

When I informed the offender of how the victim would like to proceed with the incident, and down the community resolution route, he was extremely grateful that the victim was willing to give him another chance.

Both individuals signed the community resolution, the offender agreed not to make any further posts on the Facebook account and agreed not to send any further messages. He also apologised to the victim.

I then followed the correct process in line with force guidance and scanned and uploaded the community resolution ticket onto the NICHE occurrence. I then sent a copy of the ticket to the Restorative Justice Officer. I ensured both the victim and the offender had a copy of their tickets.

As a result of this, the victim gained the apology he wanted, and was satisfied that the offender realised his mistake. The victim also felt safe, as he did not feel the offender wished to cause any harm to him. It also enabled the offender to have a second chance, realise his mistake and potentially stop him reoffender in the future.

‘The Criminal Procedure and Investigation Act 1996 makes provision for the publication of a Code of Practice which sets out how police officers are to record, retain and reveal to the prosecutor material obtained in a criminal investigation.’ (Gov.uk – Statutory Guidance – Criminal Procedure and Investigations Act Code of Practice, 16 February 2015)

As a result of this investigation I ensured to collect all relevant screen shots of messages and Facebook posts and upload them to our record keeping system ‘NICHE’. I have ensured all the correct templates have been filled in, and the crime has been recorded via our Crime Recording team.

I completed an electronic pocket notebook entry whereby the Victim agreed to a community resolution and uploaded this to the occurrence.

I obtained the offenders complete details, including date of birth, place of birth and home address and uploaded them and attached him to the NICHE system in order for the information to be correctly stored.

‘The competency and values framework aim to support all policing professionals, now and into the future. It sets out nationally recognised behaviours and value, which will provide a consistent foundation for a range of local and national processes. This framework will ensure that there are clear expectations of everyone working in policing which in turn will lead to standards being raised for the benefit and safety of the public.’ (College of Policing – Competency and Values Framework for Policing – Overview of Framework, College of Policing Limited 2016)

The competency and values framework ensure that there are expectations for every officer and staff working in policing. The framework upholds the principles of the Code of Ethics and ensures every officer is accountable for their actions.

When responding to any incident, it is important to ensure impartiality. ‘This is received by being unprejudiced, fair and objective.’ As an officer it is important to establish every side of a situation and not just the one that was reported to us initially. By doing this we can ensure that we are not favouring any person or group of individuals over another. This is particularly important to ensure that there is no bias when dealing and responding to incidents.

When decided that Community Resolution was an appropriate method to use, I ensured that I spoke to the offender, explained why I was there, and ensured they understood the process, which is the same response I gave the victim.

'We must not allow personal feelings, beliefs or opinions to unfairly influence our actions in any situation. We assess each situation based on its own merits ensuring we are fair and consistent in our actions. We are clear in our rationale for the decisions or actions we take ensuring they are clear and evidence-based.' (College of Policing – Overview of Framework, 2016)

By ensuring my decision was evidence based, after gathering and retaining all the relevant information it ensured I did not show any bias in my decision. I recorded all information and ensured it was uploaded correctly. I ensured that I documented each decision I made using our NICHE system and the templates.

I acted in line with the values and principles set out by the College of Policing, and it did not have an impact on my decision-making abilities.

Word Count: 2,295

Task 5

Personal Development Plan (PDP)

As part of your reflective process, please use this table to aid you in identifying the next steps for development.

This is equivalent to 500 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
Being confident when speaking to members of the public and taking the lead during incidents.	I have had a review with my tutor and discussed that I would like to achieve this area of development. I discussed ensuring that I take the lead during incidents that I attend with my tutor instead of allowing her to. I will ensure I speak to the victims and establish the details of the incidents and ensure I am asking the Force Control Room to be allocated to logs instead of waiting for my tutor to ask.	I have been receiving support from my tutor who is an experienced Police Constable. I have also had the support of my mentors who are on shift when I attend incidents with them.	I aim to achieve this before my next review which will be my ten-week review. At this review it will be established whether I am competent to be signed off. This is a time frame of approximately three working sets in work, which amounts to approximately five weeks.
Improving my understanding on case files and what is required in them.	My Tutor has sent me documents with an easy to read diagram on what is required in a case file. I am currently holding an investigation which will require a case file. By doing a case file in my initial ten-week period will give me a better understanding on	My tutor will provide me with the support I need to develop a better understanding of case files. My sergeant has also been helpful in assisting me with any questions I have surrounding case files.	I would like to achieve a better understanding of case files during my initial ten-week tutorship period. However, I believe I will also gain a better understanding of case files when I gain my independent patrol status. This will allow me to pick up more

	what documents are required for a case file to be completed.		investigation, leading to more case files. The more practice I am able to get the more my knowledge will further develop.
Providing more detailed Public Protection Notification Reports (PPN's)	After attending an incident which requires a PPN I will volunteer to complete it. This will enable me to gain more practice in this area therefore increasing my standard. I have also downloaded and researched copies of example PPN's and made a list of the headings that is force policy to use. I will use these examples to better structure my PPN's before submitting them.	My on-shift tutor has provided me with several documents outlining what is expected in a PPN to ensure they are of high standard.	By the end of my initial ten-week tutorship period. I believe that before gaining my independent patrol status I will be able to provide and document a PPN to the require force standards.

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.

Bibliography

BBC, 2020. *Police 'Dealing with more mental health incidents'*. [Online]

Available at: [Police 'dealing with more mental health incidents' - BBC News](#)

[Accessed January 2022].

Borton, T., 1970. *Reach, Teach and Touch*. [Online]

Available at: <https://essaywritingserviceuk.co.uk/advice-and-guidance/bortons-model-of-reflection>

[Accessed January 2022].

Crown Prosecution Service, 2021. *Domestic Violence Disclosure Scheme factsheet*. [Online]

Available at: <https://www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/domestic-violence-disclosure-scheme-factsheet>

[Accessed November 2021].

Crown Prosecution Service, n.d. *Legal Guidance - Special Measures*, England and Wales : Gov.uk.

Crown Prosecution Service, n.d. *The Code of Practice for Victims of Crime in England and Wales and supporting public information materials*, England and Wales : Gov.uk.

Crown Prosecution Service, n.d. *Victim and Witnesses - CPS Commitment to Support*, s.l.: Gov.uk.

Department of Education, 2018. *Mental Health and behaviour in school*. [Online]

Available at: [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)

[Accessed January 2022].

Department for Education, n.d. *Statutory guidance on children who run away or go missing from home or care*. [Online]

Available at: <https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

[Accessed January 2022].

Gov.uk, 2015. *Statutory Guidance - Criminal Procedure and Investigations Act Code of Practice*, England and Wales : s.n.

Gwent Police, 2020. *Equality Plan 2020-2024*, Wales: Gwent Police.

Gwent Police, 2020. *Our Priorities*. [Online]

Available at: <https://www.gwent.police.uk/police-forces/gwent-police/areas/about-us/about-us/our-priorities/>

[Accessed December 2021]

In Time, n.d. *Tips for Police Officers to build resilience*. [Online]

Available at: [https://www.bing.com/search?q=\(In+Time+-+Tips+for+Police+Officers+to+Build+Resilience&cvid=9344bc01add1480c834f8b6624b2560a&aqs=edge..69i57.2413j0j4&FORM=ANAB01&PC=U531](https://www.bing.com/search?q=(In+Time+-+Tips+for+Police+Officers+to+Build+Resilience&cvid=9344bc01add1480c834f8b6624b2560a&aqs=edge..69i57.2413j0j4&FORM=ANAB01&PC=U531)

[Accessed January 2022].

Independent Commission on Mental Health and Policing, 2013. *The Bradley Report*, s.l.: s.n.

Legislation Gov.uk, 1988. *Malicious Communications Act 1988*. [Online]

Available at: <https://www.legislation.gov.uk/ukpga/1988/27/contents>

[Accessed January 2022].

Mental Health Foundation, n.d. *Children and Young People*. [Online]

Available at: <https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people>

[Accessed January 2022].

MIND Charity, 2015. *POLICE 'How to manage your mental wellbeing.'* [Online]
Available at: [blue-light-managing-mental-wellbeing-police-2017.pdf](#) (mind.org.uk)
[Accessed January 2022].

MIND Charity, 2017. *How to Manage Stress - How to be more resilient.* [Online]
Available at: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/developing-resilience/>
[Accessed January 2022].

Mind Tools, n.d. *Betari's Box - Linking Attitude and Behaviour.* [Online]
Available at: [Betari Box - Communication Skills Training from MindTools.com](#)
[Accessed January 2022].

NHS, 2019. *Stress - Symptoms of Stress..* [Online]
Available at: [Get help with stress - NHS \(www.nhs.uk\)](#)
[Accessed January 2022].

NHS, n.d. *Every mind matters - 7 simple steps to tackle working from home.* [Online]
Available at: <https://www.nhs.uk/every-mind-matters/>
[Accessed January 2022].

NHS, n.d. *Resilience Based Approaches to Wellbeing.* [Online]
Available at: <https://learninghub.leadershipacademy.nhs.uk/guides/health-and-wellbeing-conversations/steps/resilience-based-approaches-to-wellbeing/#:~:text=1%20Trusting%2C%20supportive%20relationships%20%E2%80%93%20with%20line%20managers,responsibilities%20and%20accur>
[Accessed January 2022].

The College of Policing , 2016. *Competency and Values Framework for Policing - Overview of Framework.* [Online]
Available at: <https://www.college.police.uk/career-learning/career-development/competency-and-values-framework-cvf>
[Accessed January 2022].

The College of Policing , 2020. *Conflict Management Skills - Betaris Box*, s.l.: College of Policing .
The College of Policing , 2020. *Conflict Management Skills - The Five Step Appeal*, s.l.: College of Policing .
The College of Policing , n.d. *Justice Outcomes - Restorative Justice.* [Online]
Available at: <https://www.app.college.police.uk/app-content/prosecution-and-case-management/justice-outcomes/>
[Accessed January 2022].

The College of Policing , n.d. *Victims Code: Victims Right.* [Online]
Available at: <https://www.college.police.uk/guidance/victims-code/victims-rights-policing>
[Accessed January 2022].

The College of Policing, 2013. *National Decision Model.* [Online]
Available at: [National Decision Model \(college.police.uk\)](#)
[Accessed January 2022].

The College of Policing, 2016. *Mental Vulnerability and illness.* [Online]
Available at: <https://www.app.college.police.uk/app-content/mental-health/introduction-and-strategic-considerations/>
[Accessed January 2022].

The College of Policing, 2020. *Conflict Management Skills.* [Online]
Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills>
[Accessed January 2022].

The College of Policing, 2020. *Conflict Management Skills - LEAPS Model.* [Online]
Available at: <https://www.app.college.police.uk/app-content/detention-and-custody-2/detainee-care/children-and-young-persons/>
[Accessed January 2022].

The College of Policing, 2021. *Detention and Custody - Children and young persons*. [Online]
Available at: <https://www.app.college.police.uk/app-content/detention-and-custody-2/detainee-care/children-and-young-persons/>
[Accessed January 2022].

The College of Policing, n.d. *Children and the use of Section 136 of the Mental Health Act 1983*. [Online]
Available at: [Mental health – detention \(college.police.uk\)](https://www.college.police.uk/mental-health/detention)
[Accessed January 2022].

The Victim Support, n.d. *Domestic Abuse*. [Online]
Available at: <https://www.victimsupport.org.uk/crime-info/types-crime/domestic-abuse/>
[Accessed January 2022].

Womens Aid, 2021. *Impact of Covid-19*. [Online]
Available at: <https://www.womensaid.org.uk/evidence-hub/research-and-publications/evidence-briefings-the-impact-of-covid-19-on-survivors-and-services/>
[Accessed January 2022].

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

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

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

Signed: Nikhita Bryant (Learner, Electronic signature or type name)

Date: 04/01/2021