

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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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)

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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.*

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Task 5	Development Plan	500
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	Confirmation of Confidentiality and Plagiarism <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:

For this question of the workbook, I am going to discuss different methods in which I minimised stress and demonstrated resilience. I am going to be using Driscoll's reflective model to showcase my answers. This is where you describe what has happened, then thoroughly explain what has happened. Then for the final part of the reflection explain what could have been done differently and if there is anything you would keep the same.

Whilst I was in my six months of training to become a police constable, there was a lot of stress, built up throughout the course this is because of exams and the stress of this being the start to my career. However, I developed resilience to help cope with stress and to minimise this as much as possible.

Stress is defined as "how we react when we feel under pressure or threatened". What is stress (2022). To reduce stress while trying to revise for the exams coming up whilst in training I would, workout at the gym and go for a walk or run. These are commonly used coping strategies for dealing with exam stress, but other coping strategies include; joining a study group to work through problems with others, talking about your concerns with family or tutors and ensuring you make time for breaks during revision. Young minds (2022). This is supported by "physical activity produce endorphins in the brain which improves quality of sleep and reduces stress". Anxiety and Depression Association of America (2022). Exercise improves mental and physical health which is shown in a study demonstrating the link between carrying out exercise and the improvement in physical and mental health (Penedo, F. J. and Dahn, J. R, 2005). Doing any form of exercise relieved stress, allowing me to focus more accurately on my revision and work itself. I believe that doing exercise also makes you more disciplined as I worked out or went for runs, not as a case of if and when I felt like it, I did this when it was appropriate for me to do so. Working out made me more disciplined as "fitness is the best discipline training method" Runyon, J (2012). Exercise allowed me to focus on my work a lot more as it is something that I enjoy but this equally allowed me to set aside time for me to get on with work such as revision to progress into the career I desired so much. Although working out has made me disciplined it has also made me resilient towards negative impacts such as stress as I have been able to push through when I wouldn't want to and allowed me to complete my six months of training.

Another coping strategy I used was dog walking “In addition to helping to alleviate stress, anxiety, depression and loneliness, these are a benefit that come from exercising your dog on a regular basis”. The Kennel Club Limited (2022). This was really helpful whilst dealing with the stress of revising by taking my mind off the revision and allow me to enjoy walking my dog. It was a chance to not think about the stressful things for an hour a day which allowed me to recharge and be able to come back with a fresh mind. Walking my dog also helped me to look at things from a different perspective, as I had time to not think about revision or work. I could come back and look at my notes from a different angle, which in turn allowed me to remember the notes I needed, this was due to the fact I broke things down and I would read a small part of the revision notes, go for a walk with my dog then to come back with the memory of the things I had read before and not be able to forget them. A study conducted by Cui, Russel, Davern and Christian (2021) supports this as they show evidence that owning and walking a dog benefits physical and mental health.

Resilience is the “ability to be successful again after something difficult or bad has happened”. Cambridge University (2022). In the beginning of my six months training I was involved with several role play exercises to prepare me for my future career in the police. During which I performed a legal arrest which included a caution to be given to the subject. As I had not long started my training, I did not deliver this caution effectively. I have demonstrated resilience following this as I analysed the feedback given to me and since carried out cautions correctly. It was very stressful to discover that I had not initially completed the role play arrest effectively but by using Driscoll’s reflective model I could overcome this. The ‘what’ part of the model was failing this task due to not delivering the caution accurately. The ‘so what’ part of the model was learning how to work on the feedback given, revise how to precisely deliver the caution and practice this at home. The ‘now’ part of the model shows that I am capable of perfectly communicating cautions in a variety of situations.

The strategies I have used for being resilient are exercise, taking time to relax during dog walks and having a positive attitude. Morrison (2015) demonstrates other methods to be resilient such as; maintaining good relationships with family and friends so that there are people for support during tough times. I have found that minimising stress and becoming more resilient go hand in hand and therefore the coping strategies I have used has been successful for both.

Going forward I will continue to use the coping strategies I am used to as I believe that they will help in becoming successful in any line of work. These methods have helped me to pass two exams in the first six months of training and I think that they will continue to help me progress throughout my life in the police force. I may also try the other coping strategies I have mentioned to investigate if I prefer any of the other methods for reducing stress and being resilient.

Final word count 1024.

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:

In this essay, I am going to give a brief description of an incident that has recently occurred in my first 6 months of training. To illustrate how I reflected on the incident I will show how Betari's Box (2022) can affect a situation. This is where my attitude affects my behaviour which in turn affects other people's attitude and their behaviour.

My tutor and I attended a call to two males fighting inside their hostel. When we arrived one of the males had stated that he had been assaulted by one of the other males who lives in the hostel. On arrival the victim was irate as he had been evicted because of the incident. Whilst my tutor looked at the CCTV of the incident the male was speaking to me about what had happened. I proceeded by asking the victim if he wished to make a statement on what had happened. "Verbal communication is the first tactic in trying to defuse conflict". College of policing (2020). He refused to make a statement as all he wanted was the aggressor to be arrested, however, I explained that we would need a statement off him and that if convicted he would need to go to court. The victim became more irate as we had not arrested the aggressor, again we explained to him that if he provided us with a statement then the aggressor would be arrested, and that he would also have to leave the area as he was not welcome to stay

at the hostel, and with us having to arrest the aggressor having the victim there could make things worse. After explaining this to him he carried on with his behaviour so we asked for another unit to attend as the situation could escalate. When the further units arrived the victim became more aggressive and was shouting and swearing in the street, so he was asked to leave the area but he refused and became argumentative, we explained that he would be arrested due to breach of the peace under section 1 of common law if he did not leave the area within a good enough distance. He then went across the other side of the road and continued to pace up and down past the hostel. We went over to him and gave him fair warning to leave or he would be arrested. The male continued to shout and swear at us and in the street, so he was arrested. I used non-compliant cuffing techniques to put him in cuffs safely and effectively. Due to the behaviour of the individual escalating, this form of cuffing was used “to protect the officer and other people from harm” Warwickshire Police (2022). He was then taken to custody and other officers on scene dealt with the aggressor.

While dealing with the subject after he was arrested, I used tactical communication skills whilst speaking to him to try and calm him down such as the “five tactical communication strategies: defuse, deflect, redirect, persuade, and command presence”. State of California Commission on Peace Officer Standards and Training (2019). Whilst dealing with the situation I demonstrated that using effective communication is vital in any situation but especially one like this. I spoke to the victim using a calm voice as this can make you “sound more empathetic” Genard (2019). I asked him open questions to gather an account of what had happened in the most detail. I demonstrated that being calm myself would help de-escalate the situation as I did not rise to his level of tone of voice, I allowed him to lower to mine. Despite him being arrested in the end, during our conversation he did lower his voice and become calmer. The Betari’s Box model “demonstrates how our attitude and behaviour can affect others and in turn how they can affect ours” Revolution Learning and Development Ltd (2022). Remaining calm myself helped to not let the situation get out of hand and to keep the victim engaging with us so that we could get the most out of him as possible. This helped me to build a rapport with him and for him to be calm so he could think about exactly what had happened and provide accurate information. This is important as it was found in a study that “angry participants were more likely to misattribute details” Dolan, E. W (2021). Therefore, calming the situation down is vital in gathering an accurate account of what happened.

Whilst explaining to the victim that he would have to provide a statement and leave the area, he became more aggressive and was shouting and swearing in the street. My tutor and I explained to him that he would be arrested if he did not calm down and leave the vicinity. We both established that we had given him enough warning to leave and now he would be arrested. Your “rational brain” is your capability to “reason” when faced with challenging circumstances in comparison to the “emotional brain” which “reasons” through various emotions. Oppong (2019). Because of the male being so upset and angry over being evicted and the aggressor not being dealt with by his way, we knew that he would resist arrest, so use of force would be necessary. I came to this conclusion as he continued to be irate, so the use cuffs and force was essential by grabbing both arms and applying a “rear stack handcuffing technique for a safe arrest and transport, this justified under common law” Kent Police (2012). However, we did not exceed the proportionate use of force as this would not be necessary or in line with human rights. In “article 7 you cannot

be charged with a criminal offence for an action that was not a crime when you committed it". Article 7 no punishment without law (2021). He was arrested for an offence for which he committed which goes with "article 5 it focuses on protecting individuals' freedom from unreasonable detention". Article 5 right to liberty and security (2021), shows that all procedures were followed as he was arrested, and detention was authorised for an effective arrest. Our arrest is also in line with "article 3 inhumane treatment or punishment is treatment which causes intense physical or mental suffering" Article 3 freedom from torture and inhumane or degrading punishment (2021). This is relevant as the individual was never subject to any unnecessary force, we never went against any human rights. He was not subject to any discrimination as regardless of any cultural beliefs or his ethnicity, he was treated equally to any other individual.

When the male was arrested, we went through the caution at time of arrest which is vital for a legal arrest. Whilst doing this we also went along with article 3 as we did not keep him in cuffs for longer than necessary. Article 3 freedom from torture and inhumane or degrading punishment (2021). I also loosened them when he was being searched to allow him to be comfortable but not too loose that he could get out of them. There were officers of all ages there and we all listened to what he had to say to see from different ages, if any of us could explain to him what was happening with the situation going forward however, he still would not listen. There were also female officers which he was more compliant with at first but returned to his normal attitude. This is relevant as the individual had the chance to speak to officers of different genders and ages as he may have been more comfortable in speaking to someone in particular, e.g. someone similar in age to himself. Therefore, he had the chance to speak to any of us out of a diverse group of officers, but he still did not. Due to the fact he had been evicted we looked for places for him to stay to make sure he was not homeless, but he refused to let us take him to a friend or relatives house. We cooperated with everything under the human rights act to make the process as easy and comfortable for him as possible and we also did this to be in line with the law, to do our job effectively and correctly.

This arrest also went along with the Gwent Polices code of ethics (2022) as we were as fair as we could possibly be by giving him fair chance to leave. We showed great respect by allowing him to express himself in his own time and gave him our time to listen to everything he had to say while taking everything on board and remaining completely impartial, not making any rash decisions due to bias. I was respectful to the individual by "speaking slowly and clearly", "addressing him as Sir" and "explained the reasons for the interaction" which are stated in the guidelines of respect. Mobile police department (2022). We were also completely open and honest as we explained to the victim, why the aggressor had not been arrested and what would happen as soon as he left the area allowing us to deal with the aggressor. This is important as it showed to him that we were taking his case seriously and would go ahead with arresting the aggressor if he made a statement and left the area.

Going forward I will apply all of these traits with every situation similar to this I deal with, I do not think I would change anything as we did everything by the book and I adapted my tone of voice when necessary to accompany with his situation, to make this a better process but, he was unwilling to cooperate. I followed all necessary laws

and process' with no excessive use of force. From my tutor and sergeants' feedback I believe I dealt with this the most effective way possible.

Final word count 1650

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:

For this question I will discuss an incident where I had a significant role. I will demonstrate how procedures in line with the relevant Codes of Practice were followed and how I supported the victim in this case through the criminal justice system. This is also an example of a sensitive case where I had to display sensitive practice.

My tutor and I had a hand over where we had to pick up a victim of rape, from Cardiff, at approximately 0100hrs. When we had arrived, the male victim was very timid due to us both being two male officers as they were victim to a homosexual rape. However, we assured the victim that they were safe with my tutor and myself. Due to the nature of the incident we tried to accompany and comfort the victim through a hard time, so I actively tried to get a female officer for the victim, however, there was no female officers available at the time of picking the victim up. Whilst on our way to see the detective constables, the victim gave a full disclosure to me about the incident and everyone who was involved. My tutor and I then sat with him in a comfort room whilst waiting for the detectives to come and see them. While waiting the victim disclosed further information about the situation. I took a full electronic pocket notebook entry about their first account of what had happened, in doing so I reassured the victim I was listening, I just had to make a note of everything that was said. As the victim had also been injected with class A drugs, and was currently experiencing a come down, he was questioning everything that my tutor and I did as they did not believe we were there to help him.

On arrival I could see the victim was timid, to combat this I reassured him and used a quiet voice as this can “put people at ease and helps them feel relaxed”. The Swaddle (2021). This helped to gain the victims trust due to this minor change in the way we communicated with him. Whilst transporting the victim I sat in the back of the car in doing so I used open listening skills where “valuing the telling of stories” British Colombia (2022) encourages victims to be more open about what has happened to them. Utilising the skill of opening listening allowed me to gain a full disclosure of the incident, due to the nature of the incident some people may find it hard to discuss what had happened to them as they may find this embarrassing even though it is not their fault. I also used active listening skills, where “listening and responding to another person that improves mutual understanding” United States Institute of Peace (no date). Using this skill also helped to gain a better understanding of the entire situation. I would let the victim say everything that they needed to say and then I would ask questions to clarify my understanding of the description they had just given to me. This also allowed me to make sure the victim told the same story throughout and did not change their description.

The victim became agitated as he believed my colleague was not as engaging and comforting as myself. The victim stated that due to them being a homosexual that there is a stigma and that we were unwilling or not capable of helping them through the criminal justice system. However, I stated that being a police constable “your emotions have to be hidden or pushed down”. Lennie, S.J. (2021) I also told him that our thoughts and feelings were irrelevant. As per the code of ethics (2014) officers must ensure that their personal feelings do not interfile with their role as an officer. Stating this helped to a degree to get the victim back on side with trusting both my colleague and myself as I explained that I have many diverse friends and family whether that be from race, religion to sexual orientation and not only is it a part of the job to be accepting of everyone it is a way to live. My colleague and I assured the victim we were accepting of them and willing to help no matter what race, religion, age, gender, sexual orientation they are.

Alongside my open and active listening skills I used policing values as well to help engage with the victim and assist them through the criminal justice system. One of the policing values I used was fairness “approach situations with an unbiased mindset and treat everyone with respect”. The positivity project (2016). This is also in the code of ethics (2014). Utilising this value allowed me to gain the trust of the victim and he was happy to tell me his account of the incident. He could see that I was open minded, but the victim did not expect this due to police stigma. Being open minded allowed to build a rapport with the victim. Another policing value I used was honesty “honesty is the bedrock of trust”. Honesty in conduct (2011). My colleague and I being open about our own views on the stigma stating we understand and agree with their opinion that there is stigma even in the police force, helped to build more trust as we did not lie even when it is a difficult topic to talk about. “Discrimination and harassment based on sexual orientation and gender identity is an ongoing problem in law enforcement”. Mallory, C. Hasenbush, A. Sears, B. (2013). One other policing value I demonstrated was respect “accept somebody for who they are”. Kid helpline (2022). I accepted the victim for who he was and I did not judge or have a bias in any way. I believed that I should treat him and anyone else I come across throughout my life and career with respect no matter what, this helps to build communities and better relationships. By

doing this “you make them feel valued and that they are worthy of respect” Legacy Business Cultures (2022).

To help the victim through the criminal justice system I asked if I could be the one to keep communication with the victim, this is so he did not have to keep switching between officers and having to build a rapport and trust with them as the victim was already a timid person. This is going with the Victim’s Code “Victims have the right to receive written confirmation” and “the right to be provided with information about the criminal justice process”. Ministry of Justice (2021). I used regular communication as “regular communication lies in its ability to build trust”. Weekly 10 (2019). By giving the victim regular updates on the case such as what enquiries there were and what had to be done, reassured the victim that as a force we are working together to give him the most support we can and to ensure we do the best job we can. In keeping the communication this allowed him to feel comfortable and to have faith in us. Due to the nature of the incident and the evidence we had, this case was going to go to court. I explained the special measures that we can put in place to help him through court giving his evidence in a room full of strangers. “Many witnesses experience stress and fear” this is “when attending court and giving evidence”. CPS (2021). By explaining and walking the victim through what special measures we could put in place helped to alleviate that stress for him. Not only does special measures help the victim attend court it also helps them when providing evidence. “Special measures can improve their quality to give best evidence”. CPS (2021). This does not only help the victim through the criminal justice system it helps to get the offender away from the community and to stop this happening again due to the “offending behaviour programmes and interventions available for offenders in England and Wales”. Ministry of Justice (2018). Once explaining all of these benefits we could ask the court to put in place for the victim, he had a different opinion on police stigma and that he was more comfortable with male officers now.

Going forward with my career I would not do anything differently as I had made a positive difference to the victims life by engaging with them, gaining a first account and clarifying certain points to make sure I get everything correct, to then helping the victim through the criminal justice proceedings with gaining special measures for him and eliminating any worries he may have had by keeping regular contact with him. I did not only gain praise from my colleagues but from the victim himself, as he said I reassured him and built his trust in the police. Proceeding with this feedback I do not think I would do anything differently.

Final word count 1495

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.

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:

In regards with show casing my answers to demonstrate a reflection of the incident I will use the National Decision model (NDM), College of Policing (2022). This is a case where I have had a significant role in the situation, I abided by the Criminal Procedure and Investigation Act 1996 (CPIA) and followed policing values when making my decisions at the time.

My tutor and I assisted a colleague with a domestic violence call. The call regarded a male that had climbed in through his ex-partners top window of her house, she feared him and did not want him there. On arrival myself and another colleague gained a first account from the victim of what had happened. She was Eastern European and spoke very good English. My tutor spoke to the subject. After we gained an idea of what happened I was tasked with speaking to the subject and gaining his account of what had happened. The subject was also Eastern European and did not speak much English, so this was difficult to have a conversation about what had happened. So to gain a better understanding I used relevant hand gestures and google translate. The subject was also very drunk, so this made it difficult for us to understand each other. After gaining an account from both parties we had enough information to arrest the subject for coercive controlling behaviour and criminal damage. When trying to arrest the subject he became uncooperative and aggressive, so I used non-compliant hand cuffing technique with tactical communications.

While trying to investigate what had happened, my tutor, myself and our colleague used the National Decision Model (NDM). The NDM is used to assess situation “suitable for all decisions and should be used by everyone in policing”. National Decision Model Application (no date). The NDM helped us to go over our decisions dynamically as the situation is ever changing, and to come to the correct decision to make sure that policing values and codes of practice were also engaged. The first part of the NDM is to gather information and intelligence. It underlines “what is happening or has happened” and highlights incidents involving “any initial information and intelligence”. College of policing (2022). During the incident my tutor, myself and our colleague all gathered information from both parties at the address. When doing so we discussed with them what had happened in more detail to come to the correct decision and to not jump to a conclusion with the decision. I also asked for further information from our control room with regards to previous calls and incidents, with both people at the address and from the address itself. After we obtained the relevant information, we moved onto the next stage of the NDM however, we still continued to gather information and intelligence, as this is an ongoing process throughout the whole encounter. This is because people forget certain things in times of stress and later inform you of the information they had forgotten at the time. This is supported by “Depression, anxiety and stress are common causes of forgetfulness” OSF Health Care (2021). The second part of the NDM is the analytical stage which “requires assessing specific threat, risk of harm and the potential for benefits in situations”. College of policing (2022). During the journey to the address we agreed to split up both parties at the address and if there was anyone else in the address to keep them away from danger. On arrival my colleague went around the side of the house to the back gate, and my tutor and I went through the front door. Straight away we split up the two parties inside the address from each other as this could cause conflict, “it’s crucial that you separate the people from the problem” Penn, A (2019). Whilst doing this, it allowed us to get an accurate account from them both because if they were kept in the same room, it could intimidate one of them from saying their exact account of what had happened.

The third stage of the NDM is to consider what “powers, policies and legislation that can apply in the situation”. College of policing (2022). I had to secure and preserve evidence for the investigation, the legislation I used to do this was; Section 19 subsection 2 of the police and criminal evidence act. The Police and Criminal evidence act 1984 states that if a police constable is lawfully on any premises, they may seize anything on the premises if they believe it is linked to the offence or that it will be lost, altered, damaged or destroyed. I seized the photos from the victim which contained evidence of assault, this is important as this follows the CPIA where the police are responsible for “recording information and retaining records of information and other material”. Health and Safety Executive (no date). To gather more evidence to abide by the CPIA, myself and my colleagues had our Body Worn Video’s (BWV) activated. “Under common law BWV is used for lawful execution of duties, prevention and detection of crime”. College of Policing (2014).

The fourth part to the NDM is to identify options and contingencies. This stage involves considering ways to “deescalate a situation with the least risk of harm”. College of policing (2022). We considered discretion such as allowing the subject to come to the station for a voluntary interview. However, this was not an option in

these circumstances due to the way the subject was behaving it was necessary to arrest, to protect the victim and for the investigation of the accusation.

The last part of the NDM is to act and review what happened. The action step means “decision makers are required to make and apply decisions appropriately”. College of policing (2022). This is where I made the decision to arrest the subject, after I had all the information from both my tutor and my colleague about the incident. Due to my young service I had made the decision, however, I still had authorisation from my tutor that the decision was right. Whilst arresting the subject did resist so I decided to use handcuffs to an effect arrest, and for the safety of ourselves, which is “justified under common law”. Kent Police (2012). The review step requires all decision makers to “reflect on their actions and investigate if there are improvements to be made”. College of policing (2022). On our way to custody we had discussed what went well and what to do differently. This is where I was told that the arrest was necessary and executed correctly. However, when applying the cuffs and the subject resisted, I should have been more forceful with applying them, because if the subject had their hands free it could have escalated. A police officer “may use reasonable force to effect the arrest, to prevent escape or to overcome resistance” UCLA Police Department (2022).

At the heart of the NDM is the codes of ethics this allows all policing staff to act in a correct manner when dealing with all members of the community, so that we do not take sides, act fairly and with complete integrity. One of the main code of ethics that I displayed in this situation was respect, “you should treat everyone with respect.” College of policing (2022). I showed respect as I listened to both the victim and aggressor without showing any bias as I fully engaged with both parties, ensuring I did not jump to any conclusions. I was unbiased as I did not allow “personal opinions to influence my judgement”, Cambridge Dictionary (2022). I also demonstrated leadership skills as shown by College of Policing (2022), “you lead by good example”. I took the main leadership role for this encounter by gaining both persons’ point of view and explaining how we were going to act with this disclosure from the victim and aggressor. Another main code of ethics principle I displayed was integrity, “you always do the right thing”. College of Policing (2022). I did the right thing as I arrested the aggressor due to the evidence that I had obtained off the victim. I then proceeded to safeguard the victim from the aggressor assuring that they were safe.

To conclude, in the future I would not have acted or dealt any differently with the situation, as it was all necessary and was executed professionally. I included the codes of practice which governs us to act with complete transparency, with the most integrity and with no bias whatsoever towards anyone. This did help the situation with the subject as even though I needed to use force to arrest they were still compliant as they thought that I had treated them fairly. To improve I could practice applying the handcuffs more quickly as suggested to me by my tutor.

Final word count 1471

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
I would like to improve on updating the control room via the radio, after I have been to calls and giving them more thorough detail.	This will be achieved by going to calls and taking the lead with the updates, I will ask my tutor or colleague what to say if I am unsure and keep doing this until I know exactly what I am doing.	People that can provide support for me would be my tutor and my colleagues on shift.	I would like to improve on this by the 30 th of September as that is when I hope to go independent.
Another aspect of policing I would like to improve on would be managing conflict in all situations	I will achieve this by attending calls in town on city safe as these are the times that most situation escalate as people are under the influence of alcohol and drugs which makes them irater causing more conflict situations	I think that everyone on my shift can provide support as on city safe the shift would be there to help me manage the situation.	I would like to improve on this by the 1 st of December as due to the time of year more conflict situations break out and me being independent would mean I need to deal with these situation alone.
For the last aspect of policing I would like to improve on my statements whether it was a victim,	I will improve on taking statements by taking the lead in taking statements and in situations where	Support that could be provided would be from doing my own research on how to write up statements more	This will be an ongoing improvement throughout my career however, I would like to

arrest and witness statement.	arrest is necessary as this will allow me to take/write more.	articulately. However, support could be provided by other officers whether on my relief or others as I could read their statements and learn from this or, talk through my thought process on how I would write the statement.	improve on this by the 1 st of December as I believe this is a reasonable time for me to get my own take on statements and to make sure I include all the relevant information.
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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