

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/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 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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Workbook	Area of Professional Practice	Word count
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Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	This plan and the signed O.C.P. is equivalent to 1000 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	
	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.

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

ANSWER:

Coping strategies to minimise stress and develop resilience are important within the police service. Police work tends to be regarded as inherently stressful because of the personal risk of exposure to confrontation and violence and the day-to-day involvement in a variety of traumatic incidents (Collins and Gibbs, 2003).

Stress is the body's reaction to feeling threatened or under pressure. It's very common, can be motivating to help us achieve things in our daily life, and can help us meet the demands of home, work and family life. But too much stress can affect our mood, our body and our relationships – especially when it feels out of our control. It can make us feel anxious and irritable, and affect our self-esteem (Every Mind Matters | One You, 2021).

Resilience is what gives people the psychological strength to cope with stress and hardship. It is the mental reservoir of strength that people are able to call on in times of need to carry them through without falling apart (Cherry, 2021).

At times over the last six months, immersing myself in an academic environment has been challenging. The new experience of classroom/home learning, coupled with the vast amount of information required to be retained, along with the pressure of exams contributed to me feeling stressed and anxious. As a result, I felt emotional, frustrated and struggled at times to concentrate or think clearly.

I have found to cope with stress that I have experienced to date in the Police Service, it has helped breaking down each of my issues individually into manageable amounts which has allowed me to deal with matters more effectively.

By engaging with my peers and discussing issues, I discovered that many of my peers were also facing similar experiences. Collectively we could relate and sympathise with each other's concerns and tribulations. Discussing issues with my peers provided direction and helped me develop a better understanding of my learning. This also contributed to me identifying more beneficial structured revision techniques for my exams. Research shows that having another person's view can help you to reflect on your practice and can reduce the potential for professional isolation (Peer discussion: an additional guide for pharmacists and pharmacy technicians, 2021).

Another useful tool for me was incorporating an hour of guided meditation into my bedtime ritual. I would allow my body, mind and spirit to naturally flow into a state of deep and rejuvenating sleep. This contributed to reducing my negative emotions and provided me with clarity, letting me gain a new perspective on stressful situations. Meditation can help you do more than slow down your racing thoughts-it can help you think quicker. It can help you adapt to rapidly changing circumstances. It can be a key tool in promoting resilience. Without doubt, stress reduction improves resilience (Boroson, n.d.).

In conclusion, as I develop myself at the start of my journey and take on new and challenging experiences as a student Police Constable, I am taking into consideration new ways to manage stress, which I have found highly beneficial. By developing my resilience, it has allowed me to cope with stress in a positive way. It has contributed to effective decision making and provided precision with my thought processes.

Word count - 536

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:

A Police Community Support Officer requested immediate assistance from uniformed Police Officers whilst dealing with an aggressive male in the town centre via police radio. The subject was an intoxicated local homeless man who was being troublesome and was using abusive language in public. He was well known to the Police and had already been instructed to leave the area on numerous occasions throughout the day due to his inappropriate behaviour and abusive nature.

On receipt of this information, I started to consider the possible impacts on the public, the police and the public's ongoing concerns to tackle anti-social behaviour in the area. I was aware of a publicised ongoing police operation in the area to deal with anti-social behaviour. The aim of the operation was to challenge a perceived increase in crime and disorder occurring in the town centre.

I asked the subject to explain to me the situation and circumstances so I could gain a better understanding of the situation and start to build a rapport with him. Communicating with the subject proved to be challenging due to him being under the influence of alcohol and being confrontational. He expressed his anger regarding his living arrangements, continued to raise his voice, repetitively used abusive language and repeatedly expressed his frustrations.

The subject wanted immediate action taken with regards to his housing and I required him to change his communication method and style promptly as he was in a public place and causing alarm and

distress to members of the public. The public were looking at me for reassurance and resolution to the ongoing situation. I recognised that I was in a conflict situation and appreciated that I needed to react accordingly to gain the best possible outcome. Conflict is defined as a clash between individuals arising out of a difference in thought process, attitudes, understanding, interests, requirements and even sometimes perceptions. A conflict results in heated arguments, physical abuses and definitely loss of peace and harmony (Juneja, n.d.).

Considering the Rational vs Emotional Brain thought processes, I acknowledged that both the suspect and I were conducting our communications very differently and that I would have to adapt my method accordingly to agree a resolution. I appreciated the importance of using my rational mind to control my emotions effectively in the stressful situation. Your rational brain represents your ability to reason through various options whilst your emotional brain represents your instincts, impulses and intuition. The emotional brain, however, makes decisions quickly and effortlessly, even though it's often irrational (Initial Police Recruits Personal Safety Pre-read, n.d.).

Recalling my Officer Safety Training, I decided to practise the Five-Step Communication Model. The five-step appeal model offers a valuable means of final approach in cases of resistance whereby individuals are given every chance to comply with the officer's requests. This in effect is mediation and it is the officer's role to give the individual a fresh personal view of the situation from their own perspective. Let the individual say what they want, as long as they do what the officer wants (Initial Police Recruits Personal Safety Pre-read, n.d.).

Step 1 Simple Appeal - ASK

I asked the subject to refrain from raising his voice and to stop swearing. Taking into consideration the core principles of Bataris Box I remained calm and expressed my sympathies to his situation and explained to him that his behaviour was not appropriate or acceptable in public given the circumstances. The Betari Box illustrates how our attitudes and behaviours directly affect the attitudes and behaviours of people around us. When we're stuck in a negative cycle, then it's up to us to stop that cycle by changing our attitude. This will positively impact those around us – and therefore break the cycle (Betari Box: Linking Attitude and Behaviour, n.d.).

Step 2. Reasoned Appeal - TELL THEM WHY

I explained to the subject that he was committing a Public Order offence as he was causing alarm and distress by acting disorderly and using threatening and abusive words. I made several requests for the male to stop behaving in such a manner and to stop using abusive language. I considered anti-social behaviour and public order offences and took into consideration the information that the subject had already been instructed on numerous occasions throughout the day to leave the area, undermining any possible issue of a Section 35 - Dispersal Order. Section 35 of the Anti-Social Behaviour, Crime and Policing Act 2014 gives a Police Constable and a Police Community Support Officer in uniform the power to exclude a person from an area for a period of up to 48 hours with an Inspector's authority (Dispersals, n.d.).

Step 3. Personal Appeal - GIVE OPTIONS

I advised the subject that if his behaviour continued that I would have no option but to arrest him for a Public Order offence and that he would be conveyed to custody. Despite the numerous requests, the subject continued to repeatedly raise his voice and use abusive language in public.

Step 4. Final Appeal - CONFIRM

I then asked the subject if there was anything, I could reasonably say to make him co-operate with me. The suspect disregarded my appeal and continued with his barrage of abusive language and aggressive behaviour.

Step 5. Action- ACT

I then told the subject that he was being arrested for the offence of Section 5 – Public Order Act 1986. Section 5 makes it an offence to use "threatening, abusive or insulting words or behaviour, or disorderly behaviour" or to display "any writing, sign or other visible representation which is threatening, abusive or insulting" within the hearing or sight of a person "likely to be caused harassment, alarm or distress thereby" (Douse and Strickland, 2013).

At this point, the subject's behaviour escalated, he then became more hostile with his body language becoming more aggressive and started making direct insults towards my colleague. Knowing that I was now faced with a possible threat, I knew I needed to decide on the most appropriate response promptly and effectively. Using the National Decision Model, I considered my powers and policies. The model has at its centre the Code of Ethics, as the touchstone for all decision making. Using the model encourages officers and staff to act in accordance with the Code and use their discretion where appropriate. It also reduces risk aversion and weighs the balance of resourcing against demand, threat and risk (National Decision Model, 2013).

The subject was being actively aggressive and indicated his intention not to remain with me. He started to try and walk away to evade arrest. I considered reasonable force options and determined that under Article 2 - European Court of Human Rights and Section 117 – Police and Criminal Evidence Act 1984 that the use of handcuffs would be justified.

Article 2 - European Court of Human Rights and Section 117 – Police and Criminal Evidence Act 1984. Any use of force must be reasonable in the circumstances. This means that: the use of force must be absolutely necessary for a purpose permitted by law, such as self-defence, defence of another, to prevent crime, or to effect a lawful arrest – force should be the last resort (Police use of force, 2013).

With the aid of my colleague, the subject was then successfully handcuffed in the rear stack position with his hands behind his back and was walked to the nearby police vehicle where he was then placed and then conveyed to custody.

On reflection, I feel that I dealt with the situation proportionately and reasonably. I ensured my body language was non-confrontational and utilised various communications methods in order to try and build a rapport with the subject. I actively listened to the suspects complaint and asked questions and paraphrased. I was sympathetic to his situation and expressed my understanding and was hopeful that I could negotiate a suitable resolution. After exhausting all reasonable requests with the subject, I am satisfied that I utilised my powers fairly and that my actions were ethical and justified. I took into consideration all powers and policies and only used force as a last resort when absolutely necessary.

Word count - 1352

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:

I received information that a thirteen-year-old girl had been receiving racist hate mail via social media from another juvenile. The suspect was a fourteen-year-old girl who had been identified through social media by the victim. The suspect and victim were not known to each other and had only recently come into contact via social media. The pair had exchanged several hostile messages which resulted in the content of the messages from the suspect escalating and including extreme profanities regarding the colour of the victims' skin and requests for her to kill herself because of her ethnicity. I was mindful that the suspect openly identifies as being gay and in a same sex relationship on social media and considered the possibility that her sexuality may have been an instigating factor as to why the two parties were exchanging confrontational messages. Having read the messages and communications that had been exchanged between the victim and the suspect, I was satisfied that the instigator and perpetrator of the abusive messages was the suspect. I did consider the racially aggravated content of the messages and identified that under Section 1 of the Malicious Communications Act 1988 that the suspect had committed an offence. Malicious Communications is where someone sends a letter or any other form of communication that is indecent or grossly offensive, threatening, or contains information which is false or believed to be false. The purpose for sending it is to cause distress or anxiety to the person it is sent to (Malicious Communications | Your Local Police | West Midlands Police, n.d.).

Due to the suspect being a juvenile, I knew that I had to ensure that suitable provisions were put into place before interviewing the suspect regarding the allegations that had made against her. Having made contact with the suspects' mother, I informed her of the allegation and arranged a suitable time to conduct an interview with the suspect as a voluntary attendee. A voluntary attendance is a police station interview when the volunteer attends to assist the police with an investigation and they are NOT under arrest. Volunteers have the right to access independent legal advice and are free to leave the police station at any time unless and until they are arrested. A police officer must inform the volunteer that they are under arrest if a decision is made to prevent him or her from leaving the police station of their

own free will (Voluntary Attendance Police Interviews – Do I really need a Solicitor? - Levins Solicitors, 2017). The suspect would be in attendance with her mother as her appropriate adult. The role of the appropriate adult is to safeguard the interests, rights, entitlements and welfare of children and vulnerable people who are suspected of a criminal offence, by ensuring that they are treated in a fair and just manner and are able to participate effectively (Bath, n.d.).

I contacted the victims' parents and ensured they were well informed of the investigation process. I notified them that the suspect would be attending the police station as a voluntary attendee to discuss the allegation and explained the expectations regarding possible outcomes and further updates.

Under the stipulations of Code C of the Police and Criminal Evidence Act 1984, I conducted the interview with the suspect with her appropriate adult present. The aim of the interview was to establish the suspects account of what had happened between her and the victim and to determine the facts of the matter. An "interview" is defined by Code C as the questioning of a person regarding their involvement or suspected involvement in a criminal offence or offences. Such an interview must always be carried out under caution. Therefore, whenever you caution someone and question them about their involvement in an offence, you are conducting an interview under caution within the meaning of Code C (Questioning of suspects - Investigation - Enforcement Guide (England & Wales), n.d.).

I conducted my investigation using the core principles of the National Decision Model and following the relevant codes of practice. The National Decision Model has six key elements. Each component provides the user with an area for focus and consideration. The element that binds the model together is the Code of Ethics at the centre (National Decision Model, n.d.).

I gathered as much information and intelligence as possible relating to the matter, including; mobile phone downloads to verify the content of the messages exchanged between the two parties and the victim and suspects account of the incident. I then assessed the level of threat to the victim. My threat assessment took into consideration the potential or actual harm, the probability of it actually happening and the consequences/impact if it did happen. I familiarised myself with the powers and policies that were applicable to this particular situation including police powers, legislation and Data Protection. In order to implement a suitable resolution, I considered what options were available and identified suitable responses taking into consideration that the suspect was a juvenile and was not known to have conducted herself in this manner before. In order to be answerable for my decisions, I used the mnemonic JPLANE to ensure that any action that I considered to resolve the situation would be justified, proportionate, legal, accountable, necessary and ethical.

Due to the suspects admission of guilt and expressing her remorse for her actions during the interview, I decided that the Restorative Justice approach would be a suitable and constructive method to resolve the issues between the two parties. Restorative justice brings together people harmed by crime or conflict with those responsible for the harm, to find a positive way forward. Restorative justice gives victims the chance to tell offenders the real impact of their crime, get answers to their questions and get an apology. Restorative justice holds offenders to account for what they have done. It helps them understand the real impact, take responsibility, and make amends (Restorative justice, 2013).

To ensure the Restorative Justice approach would be successful and beneficial, I engaged with both parties to confirm that they fully understood the process and rationale. Geographically it was not possible to arrange a restorative meeting between the two parties so it was agreed that the suspect would write a letter of apology to the victim. The suspect took responsibility for her actions and expressed her remorse. She communicated her recognition and understanding of the impacts her actions and behaviour have had on the victim.

Evidence shows that restorative justice meets the needs of victims and reduces the frequency of reoffending. In 2001, the government funded a £7 million, seven year research programme into restorative justice. The independent evaluation, published by the Ministry of Justice, found that in a randomised control trial of the use of restorative justice with adult offenders:

The majority of victims chose to participate in face to face meetings with the offender, when offered by a trained facilitator.

85% of victims who took part were satisfied with the process.

Restorative justice reduced the frequency of reoffending, leading to £9 in savings to the criminal justice system for every £1 spent on restorative justice.

The government's analysis of this research has concluded that restorative justice reduces the frequency of reoffending by 14% (Evidence supporting the use of restorative justice | Restorative Justice Council, n.d.).

During the process, I remembered the importance of the Standards of Professional Behaviour that are embedded within the Code of Ethics. The Code of Ethics was produced by the College of Policing in 2014 in its role as the professional body for policing. It sets and defines the exemplary standards of behaviour for everyone who works in policing. It is a supportive, positive, everyday decision-making framework and is a constant reinforcement of the values and standards that policing is proud of. It is intended to encourage personal responsibility and the exercise of professional judgement; empowering everyone in policing to ensure they always do the right thing (Code of Ethics | College of Policing, n.d.).

I was sympathetic to the situation and treated everyone with courtesy and respect without discrimination of any kind. I used my powers and authority fairly, lawfully, proportionately and respected the rights of all individuals. I was diligent while conducting my duties, appreciated the importance of confidentiality and only divulged information in the proper course of my duties. On reflection, I am confident that I delivered the highest professional standards in my service to all parties involved. I feel satisfied that I implemented the Restorative Justice approach successfully as collectively the desired results were achieved.

Word count -1423

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:

I was required to attend a family home where reports of a domestic assault had been reported. The suspect was a fifteen-year-old male who had allegedly pushed and shoved his mother and stepfather during a family disagreement. On route to the incident address, I started to apply the second stage of the National Decision Model: Gather information and intelligence. I conducted checks via my police issue mobile phone device to obtain further information and intelligence. The suspect was not known to the police and there was no known history of domestic violence at the address.

On arrival, I spoke with the stepfather who was clearly shaken by the incident. The stepfather provided his first account of the incident, which I captured on my Body Worn Camera. He stated that over recent weeks that he had been met with constant resistance from the suspect and that the suspects behaviour had been escalating. On approaching the suspect and the suspects mother, they were both visibly upset and comforting each other. To obtain an uninfluenced first account from both parties, I spoke with the suspect's mother while my colleague requested to speak to the suspect separately. The suspects mother was extremely distressed and confused by the events that had occurred.

After obtaining her first account, I asked probing questions to establish some insight into the family home and living arrangements. I took into consideration the recent change in the suspects behaviour and considered possible involvement in Organised Crime Groups and Child Sex Exploitation. The suspects mother confirmed that the suspects behaviour had escalated over recent weeks but stated that she felt there were a number of contributing factors that were causing her son to feel stressed and frustrated. The family were currently preparing to move to a larger home as the suspect was currently sharing a bedroom with his 27-year-old stepbrother who has Down Syndrome. The suspect and his

younger sister were not receiving appropriate care when they were visiting their biological father and this was causing ongoing issues. The suspect was struggling to accept that his father had recently remarried and his new wife was due to be moving into his father's home address. In addition to this, the suspect was currently in the process of sitting his GCSE exams.

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 model has at its centre the Code of Ethics, as the touchstone for all decision making. Using the model encourages officers and staff to act in accordance with the Code and use their discretion where appropriate. It also reduces risk aversion and weighs the balance of resourcing against demand, threat and risk (National Decision Model, n.d.).

I then proceeded with the third stage of the National Decision Model: 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. (National Decision Model, n.d.)

Processing each stage of the National Decision Model and considering all the information available to me, I proceeded to the fourth stage: Consider powers and policy. I identified that Under Section 39 – Criminal Justice Act 1988, the suspect had committed an offence and could be arrested and conveyed to custody. The necessity for the arrest would be to prevent the suspect from causing physical injury to any other person and to assist in a prompt and effective investigation. Section 39 common assault or battery (use of physical force) is the lowest form of violence to the person. However, it still carries the possibility of a prison sentence. This offence is often charged where there is no serious injury but there are bruises, grazes or lesser injuries (Assault and Offences Against the Person - Reeds Solicitors LLP, n.d.).

By progressing to stage five of the National Decision Model: Identify options and contingencies, I considered two courses of action that could resolve the situation. The suspect could be arrested for the offence and conveyed to custody or the suspect could be removed from the location and relocated temporarily to an alternative address. Using my discretion, I felt that under the circumstances, arresting the suspect was not a proportionate response when there was an alternative method of action that could be utilised. The exercise of discretion lies at the heart of the policing function. It is undeniable that there is only one law for all: and it is right that this should be so. But it is equally well recognised that successful policing depends on the exercise of discretion on how the law is enforced. Discretion is the art of suiting action to particular circumstances. (Scarman, 1981).

Considering all those involved and ensuring I treated everyone respectfully and fairly and without bias, I considered the impacts on the suspect if he was arrested and prioritised safeguarding all parties involved including the suspect as he was a vulnerable person. Safeguarding has six principles: Empowerment, Protection, Prevention, Proportionality, Partnerships and Accountability. The six safeguarding principles were originally produced for the safeguarding of adults but can also be applied to the safeguarding of children. Safeguarding both adults and children is about preventing the risk of harm from abuse or exploitation or having the ability to reduce it by raising awareness and supporting people in making informed decisions. (Six principles of safeguarding — Personnel Checks, n.d.)

Moving onto stage six of the National Decision Model: Take action and review what happened, a brief conversation was conducted with the suspect's mother and stepfather and it was decided that the best course of action was for the suspect to stay at his grandparents rather than be arrested for the offence. It was agreed that arrangements would be made for the suspect to attend the Police Station where he would be interviewed as a Voluntary Attendee regarding the assault on his mother and stepfather. By taking this course of action, it safeguarded the mother and stepfather from further assaults from the suspect, safeguarded the suspect from possible impacts of being arrested and taken into custody and allowed the suspect a cooling off period and time for him to reflect on his behaviour and conduct.

As the investigating officer, I had the Criminal Procedure and Investigations Act 1996 at the forefront of my mind. The Code of Practice to the Criminal Procedure and Investigations Act 1996 (CPIA) defines a criminal investigator as: ...any police officer involved in the conduct of a criminal investigation. All

investigators have a responsibility for carrying out the duties imposed on them under this code including, in particular recording information and retaining records of information and material. (Introduction, 2013). I recorded all significant information to the investigation on my electronic pocket notebook whilst present at the incident and implemented additional processes and procedures safely and securely using my police issue laptop in the privacy of my assigned police station. Appreciating the importance of Data Protection, I ensured I only recorded and retained relevant information and shared required information with relevant third parties.

Reflecting on my performance during my investigation, I am confident that I met the expectations of Standards of professional behaviour. The standards of professional behaviour, as reflected in the Code of Ethics, are a statement of the expectations that the police and the public have of how police officers should behave. They are not intended to describe every situation but rather to set a framework which everyone can easily understand. They enable everybody to know what type of conduct by a police officer is acceptable and what is unacceptable. (Guidance on Standards of Professional Behaviour, n.d.). I acted with fairness and impartiality and did not discriminate unlawfully or unfairly. I treated information with respect and accessed or disclosed it only in the proper course of police duties. I feel that the action taken was proportionate and justified. A suitable resolution was accommodated minimising any risk or harm to all parties involved.

Word count - 1361

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
Build confidence when conducting interviews and improve interview structure and questioning skills.	By sufficiently planning and preparing for the interview including if the suspect produces a prepared statement or responds no comment. I will ensure I thoroughly familiarise myself with the offence, points to prove and use templates to prepare a questioning formation.	Advice and guidance from colleagues and supervisors. Constructive feedback from peers. Observing other colleagues conduct interviews to gain additional insight.	Continually throughout my policing career.
Improve quality and structure of produced Hand-On documents and packages.	By thoroughly understanding the structure and required layout of the document. Include all the necessary elements and detail. Read existing hand-on documents to gain insight and better understanding.	Obtain feedback from peers and supervisors to attain improvement guidance.	6 months
Become proficient in Case File requirements and working processes.	Conduct Research into Case File requirements to obtain knowledge. Make sufficient notes to refer to when complying Case Files.	Ask colleagues and supervisors questions to gain a better understanding of Case File requirements. Mentoring and assistance from peers.	6-12 months

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.

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Signed: Victoria Allen (Learner - Electronic signature or type name)

Date: 16/05/2021