

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

Learner name: Eilir Jones

Learner's University Registration Number: 2117990

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.

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
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	500
	Total	6000
	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:

Stress is the feeling of “being overwhelmed or unable to cope with mental or emotional pressure.” (Mental Health Foundation, 2021). Working as a police officer is potentially extremely stressful, and if that stress is not managed correctly it can lead to depression, anxiety, mental health problems, PTSD and consequent absence from work. Research by the Police Federation of England and Wales 2019 revealed that 8 out of 10 officers have recently suffered from stress. (Mind, 2019). In 2017 a 9-point stress plan was agreed by PWEF. (Police Federation, 2017). Arguably stress levels have increased for everyone with the emergence of a global pandemic in 2020. With the onset of Covid19 there has been a societal shift in attitude towards mental health and wellbeing; its importance has been recognised, in particular the role of coping strategies to increase resilience.

The Oxford Dictionary defines resilience as “the capacity to recover quickly from difficulties; toughness.” (Oxford English Dictionary, 2022). Traditionally, many people were perceived as strong-minded and tough therefore resilient – or not. It was seen as an inherent character trait. However, the emergence of research by psychologists in the 1970s, led by the work of Dr Norman Garmezy, has led to an understanding of resilience as “Resilience is an interactive concept, referring to a relative resistance to environmental risk experiences, or the overcoming of stress or adversity, and it is thus differentiated from positive mental health.” Rutter, 2006) Psychological resilience is defined as an attitude of response. When faced with an adverse situation a person may either respond with anger; implode with negative emotions or become upset but adapt their behaviour to cope. (Siebert, 2005, pp. 2–4.) The third option is the resilient approach, the one that will lead to mental wellbeing but it is also the necessary route for dealing with adverse situations as a police officer. Overwhelming anger or overwhelming negativity are not realistic long-term options for daily functioning as a police officer. While situations may well be upsetting, the officer also needs to manage their emotions in order to carry out their role effectively. Research has identified several factors which can aid a person’s resilience – the ability to realistically plan a response and carry it out; personal confidence in one’s strengths and abilities; having communication and problem solving skills; and the ability to manage strong impulses and feelings. (American Psychological Association, 2020). Additionally, the ability to maintain positive emotions and the importance of social support have also been recognised. (Fredrickson & Branigan, 2005).

Within the role of a police officer adverse situations are unavoidable. Stress management strategies such as “avoid, alter, accept, adapt” are of limited help. (Sparks, 2019). However, openness towards mental health and wellbeing has led to a recognition that resilience is a skill that needs to be structured and underpinned by strategies. Many strategies support positive emotional wellbeing and I have found them useful personally. I found the process of undertaking a Police Apprenticeship Degree stressful, in that much was at stake for my future career, room for failure was limited and exam pressure was exacerbated by remote learning. The NHS provides a 10-point stress busting plan. (NHS, 2021). It suggests regular exercise to boost a positive mood and energy levels. I found regular evening walks around my neighbourhood with family members to be relaxing and enjoyable, in addition to regular runs to maintain my fitness levels. “Taking control” as a strategy is also something I found beneficial. Obviously, control is limited in certain instances but planning and

carrying out a response does help. For example, when I was worried about passing my university exams, especially given my dyslexia, I made sure I planned out my revision times and built in the strategies I knew would work. Though I could not guarantee that I would pass, I could do all in my power to ensure I maximised my revision opportunities. "Connecting with other people" is another recommended strategy. This will "build your sense of belonging and self-worth; give an opportunity to share positive experiences; provide emotional support". (NHS, 2021). I live with my parents and sister and have a good circle of friends. I find it helpful to discuss difficult situations with my family. For example, when I was asked to provide a character reference for a colleague in a disciplinary situation it helped to discuss it. I also find the time to meet up and socialise with friends – which is part of the "me time" strategy. I have found it helpful and relaxing to put time aside for self-care activities. Professor Cooper also warns against turning towards unhealthy support systems to combat stress – like smoking or drinking alcohol. Fortunately, I have never smoked and only drink in a social situation. With reflection, though, I will need to be careful not to turn to unhealthy foods, such as chocolate, too much. Strategies such as "challenge yourself" and "help other people" are inevitable and integral to the role of police constable, as is "work smarter not harder". "Try to be positive" is, I believe, a very important factor in relieving stress as a police officer. While many situations will be adverse, I will need to see a positive aspect in the situation. This is, I consider, a "glass half full" state of mind – it can be as simple as we were able to have the first pass out parade since Covid19, as opposed to my grandparents and siblings were unable to attend.

In conclusion, an understanding of resilience has been helpful in determining strategies to assist my minimising of stress. For example, instead of viewing exams as out of my control, I recognised that the aspect out of my control was knowing which areas exam questions would focus on. Planning and preparation, and a good knowledge of my own preferred learning styles and barriers to learning, enabled me to maintain a positive mind-set, supported by self-confidence and a social and family network. (Word count: 986 words).

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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:

Through this essay I will be using the Borton's Reflective Tool to assess my actions and how I can further improve myself when faced with a similar situation. (Borton,1970)

"The police recorded a total of 1,459, 663 domestic abuse-related incidents and crimes in England and Wales in the year ending March 2021." This represents a 6% increase on the previous year and accounts for 18% of recorded offences for the year ending March 2021. (Office of National Statistics, 2021, Section 5). These figures are an underestimation of the prevalence of domestic abuse as many incidents are not reported to police. (CSEW figures for 2021 are not available due to Covid19.) (Office of National Statistics, 2021, Section 3) In this essay I will discuss how I used communication skills to manage conflict in a situation of alleged domestic abuse. This incident did not involve valuing difference or inclusion as there were no additional circumstances involving race, religion, ethnicity or gender identity.

I was allocated a call from a female stating she had barricaded herself in a room after arguing with her partner and he was obstructing her leaving, resulting in physical conflict. Present at the address were the female, her male partner and her two children.

In order to deescalate the verbal conflict, I separated the parties and spoke to the female first. I used open questions to ascertain her account of the situation, followed by closed question to determine specific information. I was actively listening to pick up on key points. (Oxburgh, Mykleburst, and Grant, 2010, p.48). The female stated that after drinking a verbal argument commenced and her partner obstructed her leaving the premises. She stated no assault had occurred but she wanted her

partner removed. She signed a Pocket Notebook Entry to that effect. No visible injuries were noted or disclosed to officers. The communication strategies I employed included speaking in a calm reassuring voice, observing her body language and tone of voice, and being empathetic to her situation. (College of Policing, 2020, *Conflict Management Skills*). I followed a Betari's Box approach - I reassured her of her safety and reinforced that we would examine the matter fairly and objectively. (College of Policing, 2020, *Conflict Management Skills*). I also spoke to the male who categorically stated that no physical violence had occurred, but contradicted this by identifying marks on his arms and neck and requesting photographs of them. A small scratch like mark on his right arm and a small cut to his lip were photographed. I used Listen, Empathy, Ask, Paraphrase, Summarise – LEAPS strategies. I used paraphrasing and summary particularly to probe and gain further understanding of his request for photographs of bodily marks but his denial of any incidents. (College of Policing, 2020, *Conflict Management Skills*). As both parties stated that only a verbal argument had taken place, my colleagues and I followed Gwent Police Force policy of taking positive action at domestic incidents, and advised both parties to continue logging potential further incidents with police; to get herself/himself to a safe place, either inside or outside of the address; and to contact police, also ensuring both parties had their own mobile phone devices to do this. (College of Policing, 2018, *Arrest and Other Positive Approaches*).

Next I spoke to the children who advised me that the parents regularly consume alcohol, but they did not witness any assault, only heard shouting and arguing. The children were crying so I softened my voice and sat down in order to make myself smaller and less intimidating. We followed safeguarding procedures, and a PPN for both children was later completed after dealing with the parents. (HMICFRS, 2020). I consulted with colleagues about taking positive action and separating the parties as this was a domestic. The female had previously informed us she was registered at the property, not the male. Consequently, we asked the male relocate. He refused so I used negotiation skills, making alternative suggestions like going to friends, family or hotel for the night and pointing out the benefits of a calm resolution for his children. At this point all officers dealing with the male were female. The male accused us of gender bias, stating he was being asked to leave because he was male, we were female, and we were biased in favour of his female partner. He became agitated, exacerbated by alcohol consumption. I calmly advised him of police impartiality regardless of gender, race or religion, as reflected in our core principle of equality, and fair treatment in the Code of Ethics. (Bryant, 2021, pp.73-74.) I supplied a reasoned explanation regarding him leaving instead of his partner, due to her being registered at the house. At this point the male disclosed an allegation of assault against the female, stating as he was the victim he should stay, and the female leave. He stated that the female had put her hand around his throat while he was asleep on the sofa and had scrambled his arms, which were burning.

With this further information I consulted with colleagues and considered potential courses of action. We decided that in the interest of preventing further harm that the female needed to be arrested. I arrested the female on suspicion of common assault, under section 24 of PACE which is governed by code G of the Code of Practice, and she was cautioned. (Home Office, 2013). The arrest was therefore reasonable and lawful, as outlined by Article 5 Right to Liberty and Security, prevention of unreasonable detention. (EHRC, 2021). During arrest I followed the five step appeal. (College of Policing, 2020, *Conflict Management Skills*). This approach gives the person being arrested the best opportunity to comply with what is being requested, while at the same time giving officers a way to deal with their possible resistance. First, I applied the simple appeal, where I asked the female to comply with my request. The female had overheard the male partner making the disclosure. While she was in a separate room, the walls were thin. When I entered the room to speak to her, she was angry and verbally abusive. I kept my voice low and even, and asked her to calm down. She became increasingly agitated, therefore I employed step two, the reasoned appeal, where I explained why the request has been made, what law had been broken and what had caused the request. Consequently, I explained to the female that her partner had made an allegation of common assault, which is a criminal offence, and that she was under arrest. I read her her rights and ensured I remained low voiced and calm but firm and authoritative, using emotional awareness and self-regulation. (College of Policing, 2020, *Conflict Management Skills*). The female continued to be verbally abusive, resistant and aggressive and attempted to leave the room to confront her partner. In response I moved onto the personal appeal, pointing out the potential jeopardy to things the person values. I reminded the female that her children were in the house and were distressed by events and it was in their best interests for her to comply quietly to minimise their distress. Initially this was successful, and she began to calm down, enquiring about her children, but then her partner began shouting abuse at her

from the other room and her anger escalated again. Consequently, I moved to the final appeal and asked, "Is there anything I can reasonably do or say to make you cooperate with me?" The female continued to be obstructive and was not responsive to my attempts to calm her down and cooperate with me, as her anger was preventing her responding to rational reasoning. (Goleman, 2020). The only viable option left was using reasonable force to de-escalate the situation, therefore, I handcuffed the female to the front.

When choosing reasonable force as the next step I used JPLANE to frame my decision process. (Association of Chief Police Officers, 2020, p.24). It was Justifiable because I had deployed the 5 step appeal process and it had not been successful in deescalating the situation. (College of Policing, 2020, *Conflict Management Skills*). It was Proportionate because the level of force I used in front handcuffing was enough to deescalate the situation and it was proportionate to the threat. It was Legal because I used Section 117 of PACE 1984 - this power provides a constable the use of reasonable force if necessary. It was Accountable because my body worn video was switched on at all times, and I was confident my actions were legal. It was Necessary because the situation needed to be deescalated, and I needed to remove her from the property in order to stop the continuing conflict with her partner. It was Ethical because it was a response to an allegation of an offence, and I was carrying out my duties within the Code of Ethics. (Bryant, 2021, pp.73-74.) I removed the handcuffed female from the property to our vehicle. I searched her under Section 32 of PACE 1984. We then conveyed her to the custody suite where she continued to be verbally obstructive and abusive.

In conclusion, I consider I effectively perused communication opportunities available to me, making every effort to use communication and persuasion for compliance before the use of reasonable force. Additionally, my communication was delivered in a calm, clear professional manner and I adapted it as necessary, giving consideration to a range of factors such as body language, tone of voice etc. Throughout the incident I used reflective practice, and used the National Decision Model to frame my actions. However, in future I will need to give more consideration to physical distance in order to achieve confidentiality, as the situation escalated when the female overheard the male's accusation, despite them being in separate rooms. (Word count: 1628)

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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:

Through this essay I will be using the Borton's Reflective Tool to assess my actions and how I can further improve myself when faced with a similar situation (Borton, 1970). I will be reflecting upon an incident of malicious communications with a background of domestic violence. There were no cultural, language or ethnicity issues in this incident.

The prevention of domestic violence has increasingly become a focus for government and police. (Home Office, 2022). Since 2014 there has been a 180% increase in recorded domestic abuse incidents. (HMICFRS, 2021). I was allocated a call from a female who had received a malicious phone call from an unknown male, with threats of physical assault and arson, against her and her parents. Arson has been increasingly linked to domestic violence. (South Wales Fire and Rescue Service, 2022). The female stated she believed the threat was from her ex-partner via an unknown third party. Throughout this essay I will be reflecting upon how I supported the victim in line with The Code of Practice for Victims of Crime in England and Wales. (Ministry of Justice, 2020). I used a range of procedures to ensure my response was appropriate, including completing a Domestic Abuse Stalking and Honour – based Violence risk assessment (DASH), a Public Protection Notification document which summarises the vulnerabilities of victims (PPN), produced a Safety Plan to minimise future risk to the victim and a Safety Hardening application which requests equipment/ resources to enhance the victim's safety.

Before attending the property, I first made enquiries via the police data base to establish if a history of domestic incidents between the female and her ex-partner was documented. This showed a history of domestic incidents over a period of months. The most recent incident involved the female being rammed off the road, while driving in her car with her daughter in the vehicle. This was followed by him attending her property later that night and smashing her car up with golf clubs. The ex-partner

was currently not allowed contact as part of his bail conditions in relation to this incident. Non-contact bail conditions are being increasingly used as a tool to tackle domestic violence. (Oppenheim, 2021).

Upon arriving at the property my first objective was to speak to the female and establish her account of the incident. The Code of Practice for Victims of Crime in England and Wales sets out the rights of victims and how they should be treated by police. The 1st right for Victims is “to be able to understand and to be understood”. (Ministry of Justice, 2020). This means the victim has the right to be told information in a way they understand e.g. plain English. This right also gives them the resources to help them communicate their feelings and thoughts if needed. My first action was to ensure the female understood the process and the actions I was taking. I also used the Listen Empathy Ask Paraphrase Summarise (LEAPS) strategy to ensure I understood all the information the female was relaying to me. Therefore, I listened carefully, without interrupting, including observing her body language and tone of voice. I showed her empathy by nodding, mirroring body language, and making sympathetic acknowledgement. I used a range of questioning, as appropriate to clarify the facts and check understanding. I ensured I paraphrased the information she gave me in order to check my understanding and summarised her account, to ensure she agreed with it. (College of Policing, 2020). Throughout I ensured I was emotionally aware, as outlined in the Competency and Values Framework. (College of Policing, 2016, p.7).

The female stated that due to the previous history of domestic incidents she believed the threatening phone call was made by friends/ acquaintances of her ex-partner who had been paid by him to threaten her. Based on the information the female provided I asked her how she wanted to proceed and she advised she wanted to make a statement and was willing to attend court and support police action. The 7th right for a victim is to “make a Victim Personal Statement.” (Ministry of Justice, (2020). This statement allows the victim to tell the court how the crime has affected them and this is considered during sentencing. I obtained a statement from the female in regard to this matter. At the same time, I offered the female the option to provide a Victim Personal Statement, explaining the advantages and what this entailed. However, she declined.

Improving the safety of the individuals is a core principle of public service in the Competency and Values Framework. (College of Policing, 2016, p.6). In order to improve the female’s safety, I completed a DASH form, which is a risk assessment for domestic abuse, stalking and ‘honour’-based violence. While completing the DASH I asked the female for consent to share the documentation with other services. I explained this would result in other organisations, such as Women’s Aid contacting her. This is in line with the 4th right for victims - “to be referred to services that support victims and have services and support tailored to your needs.” (Ministry of Justice, 2020). This right means you can have your needs assessed and specific things can be put in place to help you. This right also looks at special measures for court. I referred the female to assertive outreach once she gave me consent. As well as responding to the victim I also needed to give consideration to her daughter. I felt there was a risk to the child due to what she may have seen or heard and the threat of arson. Consequently, I advised the female I would be completing a PPN to advise Social Services. This collaborative approach is in line with the inclusive approach as outline in the Competency and Values Framework. (College of Policing, 2016, pp. 11-12).

In order to minimise potential risk to the victim I completed a Safety Plan. (College of Policing, 2015). The plan included a range of measures to increase her safety, including locking all windows and doors; keeping a phone close and charger available; staying at a relative’s property that night; to call 999/101 if needed; to remove the car from outside the property to a secure location. On consideration of the information provided, I decided to make a Target Hardening application as the provision of equipment/ resources such as CCTV and a fireproof letter box would reduce the risk of harm to the female, given the threatened arson. I also made the adjacent Police Force aware of the log as the suspect was in their policing area.

Victim’s rights also include the 2nd right which is to have “the details of the crime recorded without unjustified delay.” This means that the crime should be recorded promptly and if you need to give a statement or be interviewed you are entitled to additional support. Consequently, I updated the police database with details of the incident, upon return to the station that evening. The 6th right is “to be provided with information about the investigation and prosecution.” This means you should be updated regularly and told when important decisions are taken. You also have the right for certain decisions to be reassessed. (Ministry of Justice, 2020). For example, I contacted the female in regard

to the case development - to advise her I had put in place a Charter application, which is an application to the phone provider to identify the registered phone that made the threatening call.

In conclusion, taking ownership is a core principle in the Competency and Values framework, and the ability to seek feedback and respond to it in order to improve is an important aspect. (College of Policing, 2016, pp. 9-10). I sought feedback from my tutor to ensure I had followed all correct procedures and responsibilities, in line with the Codes of Practice. I was aware of other possible options, such as completing a MARAC, multi-agency risk assessment conference, but I discounted this option as unnecessary as it would not have been beneficial or offered additional avenues at that current time. Therefore, upon reflection, I consider I supported the victim appropriately, following guidance in the Code of Practice for Victims of Crime. (Word count: 1366 words)

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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:

Through this essay I will be using the Borton's Reflective Tool to assess my actions and how I can further improve myself when faced with a similar situation (Borton, 1970). I will be reflecting upon an incident of self-harm and threatened suicide by a minor, and my use of the National Decision Model [NDM] in informing my actions. There were no cultural, language or ethnicity issues in this incident.

Incidents of self-harm among minors have increased significantly, with figures doubling in the last 6 years. (Whitworth, & Maybin, 2021) Self-harm has also been increasingly linked with suicide, "People who self-harm have a 50-100 fold higher likelihood of dying by suicide in the 12 month period after an episode, than people who do not self-harm". (NICE, 2013) The NDM is a standardised model that all police officers need to apply at all incidents. It is a five step process with the Code of Ethics at the core of the model. The purpose of the NDM is to ensure consistency with the principles and standards of behaviour set out in the Code. (College of Policing, [COP], 2014.)

I was allocated a call from a mother reporting her daughter was self-harming with an unknown blade, had threatened suicide and had threatened her mother. Before leaving the station I engaged the first step of the NDM which is to gather information and intelligence. This involved analysing critically, as outlined in the Competency and Values Framework [CVF]. (COP, 2016, p.15) We asked the control room for any markers on the persons involved or the address. We then proceeded to the address, while awaiting the delivery of the information. The self-harming female was flagged as a child at risk. Enquiries regarding possible patterns or similar occurrences, outcomes or resolutions revealed a prior call, involving the same persons, 2 days ago. There was a history of calls at this property; the daughter had been abusive and disruptive in the past with colleagues; and social services had a history with the mother re emotional abuse of the daughter. I was careful not to let bias make presumptive judgements, aware of the principle of impartiality, and the need for "being unprejudiced, fair and objective" as the consequences of bias would be detrimental to the persons involved. (COP, 2016, p.6) As part of the

evidence gathering process, I asked for continual updates on the daughter, as the situation could potentially change significantly during the period of time it took to travel to the property. I used a range of open and closed questions to gather information to determine the current situation, giving consideration to Health and Safety issues – both her own safety, as she had threatened suicide and was actively self-harming; the mother's safety as she had been threatened; and potentially the officers' safety as she was armed and distressed. Therefore, while considering my Duty of Care for her safety, I also needed to make contingency plans for officer safety. Consequently, as no local Taser units were available, and none of the attending officers were Taser enabled, the Control Room asked Firearms to attend. My first priority however, was to engage the daughter through communication.

These actions were step two of the NDM, which is to assess threat and risk and develop a working strategy. While developing a strategy for potential scenarios, step one of gathering information was ongoing, as the continual feed of information was essential to inform response at all times. Therefore, when we arrived at the property, further information was gathered quickly – specifically was the daughter still self-harming, where was she, was the mother safe, and what was the daughter's physical/medical state? The female had stopped self-harming and had put the blade down. In line with the Criminal Procedures and Investigations Act 1996, as the mother had made allegations, we seized and photographed the blade as an exhibit, ensuring it was on the Occurrence and easily retrievable if needed by the CPS. (Bryant & Bryant, 2021, p.570).

I engaged the daughter through communication to find out why she was self-harming and she stated she wanted to kill herself. I was emotionally aware of her vulnerability. (COP, 2016, p.7) While I was speaking with the daughter other officers spoke with her mother who disclosed threats to harm her and a recent common assault by her daughter. This impartial evidence gathering is a key principle of the CVF where "We consider different sides of a situation and ensure that each side is given equal consideration". (COP, 2016, p.6) We took a signed Pocket Notebook Entry (PNB) from the mother and took an official statement from her in line with the CPIA; this was recorded correctly and was retained on the Occurrence therefore accessible to the CPS if required. (Bryant, & Bryant, 2021, p.570).

At this point I moved to the third step of the NDM, which is to consider powers and policies. To assess what legal powers are required and who needs to be involved, considering a multi-agency approach. Multiple issues needed to be dealt with – the daughter's statement of suicidal intent involved consideration of her having a mental health assessment and consideration of detention under section 136 of the Mental Health Act 1983. The daughter needed medical attention for her injuries. The mother wanted to make a complaint against the daughter and this would entail a power of arrest.

My next step was to take ownership of the decision process, as outlined in the CVF. (COP, 2016, p.9) I considered the priorities under step four of the NDM, which is to identify options and contingencies. The threat needs to be identified, and available information and resources evaluated. In consultation with the mental health professional in the control room (AMP) a 136 was determined inappropriate because the daughter was willing and open to receiving help, and she was inside her own dwelling, (you cannot detain an individual inside a dwelling under a 136 action). I assessed that the first priority was to gain medical attention for the daughter's injuries, and while at the hospital to liaise with medical professionals to obtain a mental health assessment with CAMHS. In regard to the allegation of assault by the mother, I used discretion and decided this could be dealt with via a Voluntary Attendee (VA), rather than arresting the daughter and taking her to custody medical attention. The mother advised she would not let the daughter return to the property; that then eliminated the immediate risk to the mother. I took a collaborative approach, as outlined in the CVF. (COP, 2016, p.11) As alternative accommodation was not available for the daughter, e.g. with family members, I arranged a collaborative multi-agency approach, with Social Services and Housing Association, to provide the daughter with alternative accommodation.

I then moved to the final step of the NDM which to take action and review what happened. To select and implement the option with the greatest likelihood of success and ensure everyone involved in the situation is aware of how you are going to proceed. We took the daughter to the hospital and she received medical attention for her injuries. However, the medical staff were reluctant to accept a Duty of Care for her and arrange for her to be assessed by CAMHS. I needed to be innovative and open minded as outlined in the CVF. (COP, 2016, p.17) The medical team advised her transferal to a secure mental health facility; which was incorrect as she was a minor and she was willing to receive help. I

consulted with the AMP who confirmed this would be incorrect, and that she should be admitted while awaiting a CAMHS assessment. I needed to “act in the interest of the public first and foremost” as set out in Public Service in the CVF, and make my Duty of Care to the daughter the priority, in order to “act in ... [her] best interests”. (COP, 2016, p.7) I needed to show “resilience and determination to overcome barriers and to provide the best outcome” (COP, 2016, p.7) I used negotiation skills to persuade the medical staff to call the CAMHS on call consultant, as my risk assessment was it would not have been safe for her to be discharged – she stated if we left her she would kill herself. Medical staff wanted her to leave and return in the morning for a mental health assessment but we determined this would not be safe. After further consultation with the AMP we eventually persuaded the medical staff to accept a Duty of Care and arrange a CAMHS consultant to assess her. A crucial element of the final step of the NDM is that once the situation is under control you should reflect on the appropriateness of your actions and what lessons have been learnt.

In conclusion, I consider I carried out an appropriate range of actions, with due regard to legislation, Health and Safety, Duty of Care and multi-agency working. In particular, I believe the negotiation with medical professionals was particularly successful, as that had the potential to reach stalemate, with different perspectives on the appropriate action to take. I also aimed to take a longer perspective for her, by engaging with multi-agencies for long term support. This incident reinforced my understanding of the correct procedures to deal with self-harm and threatened suicides. A core principle of policing values is that “We are genuine with those we communicate with and endeavour to create trusting relationships.” (COP, 2016, p.7) I built a good rapport with the daughter, and this made me aware of the difference that that can have in terms of a positive response – but also the implications. She threatened suicide if we left her. This made me aware of the need to be careful to be accurate and not promise more than can be delivered, as persons with a fragile mental health may struggle to cope with disappointed expectations. (Word count: 1645 words)

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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
When taking a witness statement I need to stick to the structure of INSIDE and ADVOCATE. I have found that witnesses can jump about in the chronology of their statement and I find it difficult to stick to the structure when the witness does not respond in the correct chronological order.	When writing the statement ensure that I am clear about the structure so that I know which section to insert the information into. Take as many opportunities to take witness statements as possible to improve with practise. Ask my colleagues to check and give advice as appropriate.	Tutor, mentor, experienced colleagues and sergeant.	Within 8 weeks, as this is an aspect I need to be competent in for independent patrol.
When interviewing suspects I need to ensure I do not topic hop. I have found that when I am asking questions I can jump about from topic to topic, rather than ensuring I have all the specific details on one	When interviewing suspects I need to ensure I have prepared a clear interview plan with the topics already set out. Alongside this, I will take as many opportunities as possible to not only conduct interviews	Tutor, mentor, experienced colleagues and sergeant.	Within 8 weeks, as this is an aspect I need to be competent in for independent patrol.

particular area before moving on.	myself, but to observe how my experienced colleagues interview suspects, to further my understanding by observation.		
When I have been conducting searches of individuals, I need to work on ensuring they are not only through to ensure the preservation of evidence, but that I am also considering not only my safety, but my colleagues safety, and the suspects safety. I need to make sure they have no weapons on them that can harm me or them. When I have been conducting a search of an individual, I have found in my urgency to conduct the search, I have forgotten to consider my safety and searched them from the front rather than the back.	To improve upon this area, when conducting searches of individuals, I will ensure I do not rush this, and that if needed, I take a moment before I start the search to think of the structure of the search e.g. start at the back, then go down the arms etc. I will also welcome any feedback from colleagues to help me improve in this area.	Tutor, mentor, experienced colleagues and sergeant.	Within 4 weeks, as this is an aspect I need to be competent in, for independent patrol. I have targeted this with a shorter timeframe because a person search is something that has a direct impact on the safety of myself, my colleagues, the suspect and the public, so this is something that I need to be competent in promptly.

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

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

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

Signed: Eilir Jones (Learner - Electronic signature or type name)

Date: 13/04/2022