

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
Task 1	Wellbeing and Resilience	500
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:

During my initial six months of learning, I used a number of coping strategies to develop resilience and minimise stress.

The main coping strategies I used were exercise and talking about any issues I had encountered with my partner.

I find exercise is a very good coping mechanism due to it being very effective in minimising stress. It allows me to clear my head and it distracts me from any worries I may have brought home from work. Zschucke et al., (2015¹) states that engaging in regular exercise reduces the negative impact of stress on mental and physical health.

I find that exercise assists in making me a more focused person in work, and in general, because I set myself goals and work to achieve them. This then transfers over to my work ethic, which helps me to stay motivated and focused on tasks I have been set. I feel this is particularly important for a career in policing.

Exercise also causes the body to reduce its cortisol levels, which is also known as the stress hormone. It causes the release of stress reducing hormones called endorphins, which immediately make me feel better after a stressful day in work. I find this is a very helpful and effective way to relax.

Exercise has been found to be such a good stress relieving tool it has even been used to treat anxiety disorders and depression.

The other coping strategy I utilised during my initial six months of learning was talking through any problems or issues I had encountered with my partner. Jeremy W Stranks (2005)² states that when stress is building up it helps to talk to somebody.

¹ Zschucke, E. et al. (2015) 'The stress-buffering effect of acute exercise: Evidence for HPA axis negative feedback', *Psychoneuroendocrinology* 51

² Stranks J W (2005), 'Stress at work management and prevention', p 80

I found this particularly helpful as it enabled me to see problems from a different perspective, and it allowed me to air any concerns I had. This was useful to me as by simply voicing my problems, it made them appear to not be as much of an issue as I had previously thought.

Talking through issues also helped me release tension that had built up by me keeping these to myself. I find this has immediate benefits as a problem shared is often a problem halved. Doing this also helps you to gain new insight into your problems as you are less stressed when thinking about it.

Seeing any issues I encountered from a different perspective was very useful, as it enabled me to identify solutions or options I had not previously considered.

I would also discuss my thoughts and issues with other students on my course in my initial six months of police learning. This was both helpful and reassuring, as most times I found my fellow students were encountering the same issues and had the same worries as me. I felt calmer and reassured that I was not alone in my thoughts. In this way we formed a support network between us, which assisted us to work through our course and become friends in the process. **(528)**

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:

My tutor and I were called to deal with an incident reported to be domestic related criminal damage. We were given information by the Control Room that a male had attended the home of his ex-partner that evening, and had caused damage to the door and a window of her property. We were informed that the complainant had asked him to leave on several occasions, but he had refused and was now being very disruptive outside of the address.

While we were on our way to deal with the incident, it was reported to us that the male had left the scene. We then began an area search for the suspect as we did not want him to go back and cause any further damage to the property. A colleague who was on his own in a different vehicle located the suspect and made us aware on our personal radios. We were informed at this point that the suspect had blood on him, and I immediately took out some disposable gloves. Due to the current Covid-19

guidance available, I was already wearing my FFP3 face mask (bob.SWP.police, 2020)³.

Having consideration of the National Decision Making Model (College of Policing, 2013)⁴, I reminded myself that I first had to complete a risk assessment of the incident. I noted that the suspect was being very aggressive, he was shouting and making threats, and he was swearing at my colleague. Due to this, my tutor and I approached the suspect together. We then went ahead and restrained the suspect, and due to the injuries he had sustained in causing the damage to the window, and the fact that the suspect went on to admit that it had been him, I made the arrest.

Once the suspect had been arrested, I then completed a search pursuant to Section 32 PACE 1984. This states that “a Constable may search an arrested person, in any case where the person to be searched has been arrested at a place other than a Police Station, if the Constable has reasonable grounds for believing that the arrested person may present a danger to himself or others”. I was also aware that under this act, I may seize and retain anything found upon the suspect if i thought that there were reasonable grounds for believing he might use it to hurt himself, or anyone else who had been attending the incident. I believed that this search was necessary because the suspect had been threatening to harm my colleague, and I was worried that he may have a concealed weapon such as a shard of glass from the broken window. Thankfully, I did not recover any weapons during my search. I was therefore content to transport the suspect to our Police vehicle.

During this incident, I had to use a number of communication skills. For example, I had to verbally communicate with him and encourage him to calm himself as he was acting very irrationally and could have caused harm to himself or others. Once he had calmed down, we were able to transport him to our vehicle which was a short walk from where he had been arrested.

As soon as we had attended, I noticed that he had some considerable injuries to both of his hands including several deep wounds and a large amount of blood on his hands and clothes. I informed my tutor of this, and we agreed that he should be conveyed to Hospital before being taken to the Police Station. I had to use verbal communication skills again, in order to explain our decision. He allowed me to help him into the van and at this stage I thought that we had been able to build a rapport.

On the way to the Hospital, the suspect became extremely agitated. He was kicking the cage and was making threatening remarks towards us. I had to once again use my verbal communication skills in order to calm him down. At this stage, I tried to also make use of active listening by asking him why he had suddenly become so aggressive and whether he was doing this because he was in pain. He unfortunately remained irate for the rest of the journey.

Once we arrived at the Hospital, we took him to A&E for his injuries to be assessed. Whilst waiting, we continued to talk with the suspect. As the suspect was no longer acting out, I was able to use the Betari Box method. This method includes first noting

³ <https://bob.swp-rest.police.int/sorce/beacon/default.aspx?pageid=Coronavirus>

⁴<https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/>

that my attitude and behaviour towards the suspect would directly impact the way he acted towards me. I was aware that if I was adversarial towards him, he may continue to be hostile in return. I therefore remained calm, open and friendly. As a result, he became more relaxed and open with us, and after he had been seen to my tutor and I agreed that he did not need to remain in handcuffs any longer. He was made aware that if he started to act up, we would have no other option but to place him in handcuffs again which was something he did not want.

On this occasion, the only force required was to place the handcuffs on the suspect at the scene, and to hold his arms in order to prevent him from assaulting my colleagues as he had been making threats and lunging towards one of them.

I feel that this incident had been managed well. We were able to apprehend the suspect with no injuries being caused to any of the Officers attending. We were able to transport him successfully to the Hospital where he had calmed down enough for us to remove his handcuffs. We later transported him to the Police Station, where his detention was authorised by the Custody Sergeant.

As the incident had been domestic in nature, we had to take positive action in order to safeguard the victim. This had formed part of the decision we had made to arrest him and remove him from the area. Whilst I was trying to arrest and caution the suspect, he became aggressive and started making verbal threats and lunging towards one of my colleagues. As a result, I felt that it was even more important that the suspect was conveyed from the area as soon as possible so as to prevent any further harm being caused.

In terms of ethics considerations, I first had to remind myself of Blackstone's Police Investigator's Manual⁵, which sets out that we must be mindful that suspects are treated with equality and diversity, and within their human rights. I considered my use of force and whether I would have acted the same if the suspect had been female. I decided that this level of force would have been appropriate in either situation, given the risk of harm towards my colleague and the threats being made.

I also considered honesty when speaking with the suspect at the Hospital. I was open in explaining to him that as a result of his improved behaviour I did not feel the need for him to remain in handcuffs. I was clear that if his behaviour was to deteriorate he would have to be placed back in handcuffs. As we had to wait for a while, I took the opportunity to explain that we would be transporting him to Custody where he would be interviewed under caution and that he may have some bail conditions set, for example not to attend the address of the victim or contact her for any reason.

Overall I was very pleased with how I responded to this incident. I feel that the use of verbal and nonverbal communication was vital in calming the suspect down to the point where we were able to build up a rapport. This enabled me to exercise trust in him by removing the handcuffs which further helped the attitude of the suspect.

⁵ Connor P, Hutton G, Johnson D and McKinnon G (2020) Blackstone's Police Investigator's Manual, Oxford University Press

The minimum amount of force necessary was used in this incident. This also aided in keeping the suspect calm and made him feel like he was being treated fairly. **(1374)**

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 was assigned an incident for progression by my Sergeant.

The incident involved a work dispute between two males: one white British and one black British, where one male had allegedly assaulted the other whilst the victim was turning to walk away.

In order to investigate this incident, I first had to arrange for the collection of the CCTV footage from the workplace. I contacted the business and explained our involvement briefly. They told me that they would download the footage to a USB for us to collect later that day.

When viewing the footage, which was around 5 minutes long, I quickly identified that a clear assault had taken place.

I then conducted arrest enquiries at the home address we had on record for the suspect, as I needed to interview him under police conditions. Upon attending the address, my tutor and I noticed that the house was in complete darkness, the curtains were drawn and there was a 'To Let' sign attached to the side of the building. I knocked

the door several times and waited for any sign of occupancy. There was no movement or sound. It therefore appeared that this was an old address for the suspect. We had taken the details from our system, and they had been confirmed by the business owner who seemed to also have incorrect details for the suspect.

We returned to the Police Station and I called the suspect to arrange for him to come in for an interview as a voluntary attendee.

I then notified the victim that we intended to interview the suspect later that week, and took some updating details in relation to his injuries and recovery. At this stage he informed me that he had sustained a fractured cheek bone and blurry vision. He said that he had been referred to an Ophthalmology expert, and a fractures specialist had informed him that he needed to attend an appointment to discuss potential surgery as they had concerns that a piece of bone may travel to his eye. As a result of this update, I noted that the injuries were more in line with Grievous Bodily Harm under Section 20 of the Offences Against the Person Act 1861⁶ rather than Common Assault⁷ which we had previously considered.

Later in the week, the suspect was interviewed under caution as a voluntary attendee. During the interview, there had been no necessity to further arrest the suspect and he was therefore released under investigation. Police conditions were not deemed necessary as the suspect did not live in the same area as the victim, he had been dismissed from the business they had worked at together, and he had no means of transport in order to attend the area.

In preparation for my interview of the subject, I reflected upon the Code of Ethics⁸. I reminded myself that I needed to have consideration of the way in which I was dealing with him. For example, I knew that I had to treat him with fairness, equality and within his Human Rights for the duration of his time in Police presence. I ensured that I did this throughout the interview and my involvement with the suspect, so as to ensure I was complying with the Police and Criminal Evidence Act (PACE) 1984⁹.

During the interview, I raised the fact that we appeared to have an incorrect or out of date address for him on our records. I explained that if the matter progressed to Court, and he was summonsed to Court and failed to appear due to the correspondence being sent to the wrong address, an arrest warrant would be issued. I stated that he would then be arrested and held in a cell overnight, or until the next time the Court was sitting.

After the suspect was interviewed, I made a call to the victim to update him on the progress of the investigation. At this point, he informed me that he had been to his appointment and did not require any surgery.

The decision was made to prepare and send the file to the Crown Prosecution Service for a charging decision.

⁶ Section 20, *Offences Against the Person Act, 1861*

⁷ Section 39, *Criminal Justice Act, 1988*

⁸ <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/>

⁹ *Police and Criminal Evidence Act (PACE) 1984*

Although the matter has not yet come before the Crown Court, we have already spoken with the victim about any special arrangements that may be required on the day. Given the severity of the injuries, and the effect it has had on him and him ultimately leaving that job, we have offered to apply for special measures to the Court for when he gives evidence. He informed us that he would rather attend behind a screen if in person, or by Cloud Video Platform if possible.

It was my opinion that completing a Victim Support Referral Form would also be appropriate in this instance. I was aware that the victim had been left very shaken by the incident. He had lost a lot of confidence, and found it particularly difficult to leave his home. He told me that sometimes he would avoid going outside all together. As a result of the incident, he had started to experience low mood. He told me that he had spoken with his GP about this, who had diagnosed him with depression and an anxiety disorder. He is now taking some medication for this, and is awaiting a referral to some counselling, although I am aware from having dealt with a similar matter recently that the NHS has a lengthy waiting list for this support.

The victim went on to tell me that has had made the decision to leave the workplace where he was assaulted, due to the lack of support he had experienced on the day from both his colleagues and the senior management on sight at the time.

I spent some time with the victim discussing the purpose of the referral form, and the input I thought he would benefit from. For example, I explained that we would be able to use this referral to put him in touch with support services who could work with him and hopefully get him to a place where he felt more like himself, with improved confidence and help to work on his daily routine. It was also my hope that he would have some support in dealing with the Court proceedings generally, as I was concerned that he may find this particularly difficult, especially if he was asked to attend the Court building in person. He was happy for me to complete this form and willingly gave me the information I required.

Throughout this process, I have learned that supporting the victim of a crime is just as important as dealing with the suspect and interviewing. Shapland and Hall wrote in the International Review of Victimology¹⁰ that “being the victim of a crime is qualitatively different from being the victim of an accident or disease, because it includes someone deliberately or recklessly harming you”. In this instance, the suspect had deliberately assaulted the victim without warning, causing what could have been life changing injuries, and in his place of work: somewhere he attended regularly and where he would never have expected to have been harmed in such a way by someone he had known for some considerable time.

In reviewing this incident and how it was dealt with, I believe that I was able to engage the policing value of transparency thought this investigation. I used my best efforts to keep the victim up to date, and hoped that a better understanding of the next steps

¹⁰ Shapland J and Hall M (2007) ‘What do we know about the effects of crime on victims?’ – International Review of Victimology

would help him come to terms with what had happened and what he could expect. I believe that I was also able to demonstrate impartiality during this investigation. Noting that the suspect was a black male, I treated him as I would any other suspect. I gave him every opportunity to put his version of events forward during interview, and I asked him whether he had any reasonable excuse which would have explained his behavior.

I would like to think that as a result of the above, I was able to provide a very good public service to the victim of this assault incident. **(1400)**

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:

My tutor and I were called to deal with an incident of domestic violence, potentially contrary to Section 39 of the Criminal Justice Act 1988¹¹.

We were given information by the Control Room that an elderly female had attended her neighbour's address across the road, alleging that her husband had just assaulted her by striking her to her face with a closed fist.

Upon our arrival at the neighbour's address, we were met by the male who had called to report the incident. He informed us that the female had come to his property dressed inappropriately for the weather and the time of day, and had proceeded to tell him that her husband had just struck her to her face more than once. He explained that this was not the first time she had made an allegation like this, and professionals have attended the subjects' property in the past and had assessed that unfortunately these incidents were falsely reported due to her poor mental health. The neighbour explained that although he was aware this may have been the same for this incident, he felt that he had a duty to report it as he used to be a Police Officer himself. He went on to say

¹¹ Section 39, Criminal Justice Act, 1988

that he had tried to calm the female and had asked her to remain at his property as he was worried that she may wander off. He was adamant that no harm had ever come to this female at the hands of her husband, but he had wanted professionals to attend regardless, and hopefully offer them some much needed support as the female suffers with Dementia and Parkinson's disease, and her husband appears to be struggling to manage this on his own.

We recorded the neighbour's disclosure in our electronic pocket notebooks. However, we noted that we still needed to investigate the potential domestic violence incident.

We then attended the subject's property which was across the road. When we arrived, there was no sign of any disturbance having taken place and both the female and her husband were sitting quietly watching television.

The Code of Ethics (2014)¹² states that Officers must recognise that there are some people who we come into contact with who are vulnerable and may require support and assistance over and above the standard level. I considered this to be relevant in this instance, as the two subjects were older and the female in particular had poor mental health. I therefore used my best efforts to build a rapport with the subjects. I was aware of the difficulties Dementia can have on a family, and I tried to be as understanding and compassionate I could be in what was clearly a very difficult situation.

We asked the female if she knew why we were there. She said that she had no idea. We explained that we had been contacted in relation to a potential domestic incident. She went on to advise us that her husband would never hit her. She had no injuries to her face and did not appear distressed or dishevelled. She told us that she has episodes of memory loss and hysteria, and this could have been what caused us to be contacted. Her husband was visibly distressed by the incident. He advised us that this was not the first time it had happened, and that her condition was unfortunately deteriorating. He said that he would never harm his wife, and that he had simply gone outside and asked her to come back in when she suddenly started to shout that he had just assaulted her. He said that she had then run to the neighbour's property, and insisted that they contact the Police on her behalf.

I recorded all of the information in my electronic pocket notebook for future reference. We also sat with the subjects and took information to complete a Public Protection Notice in order to be able to refer them to support services, and so that we were able to detail precisely what the subjects needed and wanted from services.

Once we had gathered the necessary information and intelligence by speaking to the neighbour and the subjects, we came to the conclusion that no assault had taken place. We did not consider there to be any threat to any persons involved. We then had to consider our powers and policies. Taking in to consideration the background of the matter and the clear difficulties that the male was having in supporting his wife with her mental health, we decided that instead of arresting the male we would attempt to get them the help and support that they clearly needed. I feel that this was the best

¹²<https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/>

way to deal with this situation as by removing either person from the address would have had a detrimental effect on them both.

I believe that police discretion played a large role in this incident and without it we would not have been able to produce such a positive outcome. Lord Scarman¹³ once stated “the exercise of discretion lies at the heart of the police function”.

In terms of considering potential bias, I reminded myself that both subjects were over the age of 80. I decided that there would be no benefit from making an arrest, as any separation of the two would likely have led to the male suffering extreme distress and the female having to be placed in some sort of care facility. I was aware that reports had been made in the past and other professionals had come to the same conclusion that there was no risk to either party and we would do more harm by good than making an arrest. I explained my thought process to my tutor, who agreed that the best thing for us to do would be to take as much detail as possible from them as to what they would need in order to keep living in their property, and then proceed with a referral to Social Services in the hope that some respite and additional home care would be enough.

My tutor and I both took responsibility for this incident by making the decision not to arrest and to go ahead with that course of action. We were conscious that if anything were to happen to the female in the future, we would need to explain our actions and decision-making process.

I feel that we both acted with a great amount of integrity, as an easier course of action would be to follow a punitive route. However, I feel we did the right thing by taking time to listen to the subjects and help them access the support they required. I also feel that we were objective in our decision-making, and based our choices on all of the evidence available and used our best professional judgement in order to reach the best outcome.

I believe that all parties dealt with were treated with the utmost respect. We engaged active listening skills and compassionate understanding.

It was agreed that a detailed note would be kept on our system in order to assist any other Officers who may be called to deal with the subjects in the future.

Upon conducting a review of this incident, I became aware that following a Multi-Agency Risk Assessment Conference (MARAC), the male is now provided with respite and they have professional help regularly coming to the property. I was really pleased with this outcome.

On reflection, I feel that this incident was handled in the best possible way. I have discussed the incident with my Sergeant who agrees that taking any of the other available courses of action would have had a terrible effect on the subjects of this incident. Discretion played a very important role in this incident, without it there may have been a very different outcome. We have since put safeguarding measures in

¹³ Scarman Lord L G (1981), *The Scarman Report*, vol 425

place in an attempt to stop any further incidents occurring. We have managed to arrange professional help and support for an elderly couple who desperately need it.
(1354)

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 word count reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Case File building	I hope to achieve this by dealing with not only my own reports, but assisting with my colleagues' during my HUB attachment.	My Sergeant could assist me by assigning me cases in which a Case File will be required. My Tutor is very proficient in building Case Files and I try to sit with him whilst he has been completing these for other incidents that I have not been involved in.	I believe that I am due to start my HUB attachment this summer.
Understanding of Road Traffic Offences	I believe that a Traffic attachment would be beneficial to me. However, due to Covid-19 restrictions Traffic attachments are not currently taking place. Therefore, I plan to ask my colleagues for some support and guidance in this area.	I hope that my Sergeant places me with my colleague who is extremely knowledgeable about Road Traffic Offences and often finds work in this area on night shifts.	I would hope that this can be achieved within the next 2 months of my current attachment as I think that a few dedicated shifts in this area would bring me up to speed.

Witness statement taking Although I have taken 2 victim statements so far, I am yet to take a witness statement. I would like more experience in this.	I will offer to take witness and victim statements for my colleagues on my shift. I feel the only way to improve in this area is with repetition.	Any of my colleagues on my shift could help me with this, as I am more than happy to assist them.	If I have the opportunity to prepare plenty of witness statements, I think that I would see a vast improvement in the next 3 weeks.
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Signed: Samuel Thomas (Learner - Electronic signature or type name)

Date: 8th February 2021