

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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	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:

In this essay, I will be using Borton's reflective tool to outline the coping strategies that I have implemented into my daily routine, to help me build resilience and minimise stress during the initial 6 months of training (Skinner and Mitchell, 2016).

Resilience is the ability to adapt positively to life's difficult situations. This can be achieved by using behavioural strategies to promote flexibility and adaptations in challenging scenarios (American Psychological Association, 2022). Building resilience is important to improve overall well-being and reduces the risk of developing conditions such as depression and anxiety. Being resilient doesn't prevent you from exposure to difficult situations but allows you to be better prepared for dealing with the stress that comes with difficult situations (Winwood, 2020).

Stress is a state where one is unable to cope with the demands and pressures they're experiencing. A mild stress response can be beneficial for improving mental concentration, as the body enters 'fight or flight' mode. However, chronic stress has been found to negatively impact health and wellbeing (Lu *et al*, 2021, p.79). Stress can be common in the workplace and can be a result of a lack of knowledge or ability or lack of support from colleagues and staff (Maulik, 2017, p.441).

The first coping strategy that I implemented into my daily routine is resistance training. I invested in a resistance training plan from a qualified personal trainer, which included a range of strength exercises which be completed in the gym. The aim of the plan was to progress weekly on each exercise, whether that be the

number of reps or sets I performed, or the level of resistance used. The programme contained four full body sessions on four separate days. To make sure I was keeping track of my progression on each exercise, I used an excel spreadsheet to document the number of reps, sets or resistance used. This kept me accountable and kept my motivation levels high. Using resistance training as a coping strategy was very beneficial as it allowed me to direct my focus and energy towards an activity which was outside of the working environment. The training was not only having a positive impact on my mental well-being but also my physical well-being. In my opinion, it contributed towards reducing my stress levels and helped develop resilience during the initial 6 months of learning. Research has shown that regular physical activity can reduce stress levels and thus reduce stress-related diseases such as cardiovascular disease and mood disorders (Gerber and Pühse, 2009). Specifically, evidence suggests those who are physically active have improved responses to psychological stressors (Gröpel *et al*, 2018). Despite it's positive impact on both my mental and physical well-being, in future, I will listen to my body and rest appropriately, rather than doing a session because it is 'planned'.

The second coping strategy I adopted during the 6 months of training was listening to audiobooks. I used audiobooks whilst in the car and when walking outdoors. My genre of choice revolved around health and wellness. I found that listening to audiobooks helped me relax and unwind after a stressful day at work. I also found elements of the audiobooks inspiring and motivational, two factors which have contributed towards my positive attitude. Listening to audiobooks provided me with the opportunity to stimulate my brain in a different way. The majority of time spent in the classroom involved working on computers and screens, so listening to audiobooks after work offered an opportunity for my eyes to rest. Additionally, the audiobooks provided entertainment as well as an opportunity to focus the brain in a different way (Snelling, 2021). The use of audiobooks as a coping strategy was vital during my initial six months of training and it is a tool that I will look to implement in my daily routine going forward.

Walking was another strategy that I used to minimise stress and develop resilience. I found that taking a walk at the end of the working day, utilising the outdoors and the green spaces at my local park was an effective way of allowing me to reflect on the

events of the day and get my thoughts in order. Spending time outdoors has been shown to be a useful method to reduce stress levels (Hansmann *et al*, 2007). This, in turn, helped me manage my stress levels accordingly. For example, I used the opportunity to identify moments in the working day where I felt I performed well, where I felt I could improve and strategies which I could implement to make those improvements.

My final strategy, particularly beneficial for building resilience, was utilising constructive feedback. During the six months of training, I would regularly seek feedback from class trainers to promote my learning and development. Receiving constructive feedback was extremely beneficial as it would highlight areas in which I needed to improve. This provided me with opportunities to reflect and implement strategies to work on my weaknesses. As a result, I feel that this contributed to my resilience. Additionally, I felt that the feedback relieved any stress as, often, specific adjustments were suggested, which were practical and realistic. Since this strategy was beneficial during training, during my future policing career, I will continue to actively seek feedback from colleagues as their expertise and wealth of experience will be invaluable.

In conclusion, I feel the above-mentioned strategies have played a crucial role in minimising stress and allowing me to develop resilience in my initial six months of learning. In my future policing career, I will continue to implement these strategies as they provide a variety of ways to help me minimise my stress levels and improve my physical and mental well-being.

Word count - 946

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:

Having the ability to manage and resolve conflict is important within the role of a police constable. In this essay I will reflect on a recent incident in which I had to manage conflict and the steps that I took to do this. Throughout this essay I will be using the Gibbs' model of reflection (MindTools, 2016).

During my tutorship period I have become aware of the importance of managing conflict in a non-physical manner. Being able to communicate effectively and build rapport with members of the public is key to help defuse and manage conflict. In addition, having the ability to demonstrate active listening whilst communicating is an effective tool to ensure service users feel respected and understood (College of Policing, 2020).

The incident in question required my colleague and I to carry out a warrant to search for, and remove, a male person from his address under section 135 of the Mental Health Act 1983. We attended the address in company with mental health and medical professionals as well as a member of the council who was present in case there was need to force entry into the property. An ambulance was also present to convey the individual to a safe place, should he be compliant. Prior to attending the address, I utilised the police database to check for any warning markers associated with the individual in question. From observing the warning markers, it was clear that there was a potential that my colleague and I were going to face conflict in executing the warrant.

The legislation of section 135 of the Mental Health Act 1983 allows Police to enter the home of a person and keep them at a place of safety, or take them to a place of safety, for a mental health assessment. The Police must have a warrant from the Magistrates Court to enter the property. The application for the warrant must be made by a mental health professional who has reasonable cause to suspect that the person in question has a mental health disorder and is being ill-treated, neglected or are unable to care for themselves (Mind, 2017).

On arrival at the property, we knocked the front door and made our presence known by stating that it was the Police and that we needed to speak with the individual residing at the address. The individual appeared out of his window and immediately became volatile, shouting and swearing directly at us. I knew that the individual could potentially become aggressive towards us, due to his previous experiences with authority. I began to introduce myself and explain to the individual the reason that we were present. I also made sure to use a low tone of voice and adopted a non – threatening stance when engaging with the individual through his window (College of Policing, 2020). However, after numerous attempts to explain the purpose of our attendance, the individual became more aggressive. The ideal scenario was that we could speak with the individual to explain the reason for our attendance and that he would cooperate and come peacefully, however, it became apparent this was not to be the case.

Due to the individual's demeanour and aggressive behaviour we had to re-assess. I utilised the National Decision Model to assist me in making a rationale decision. With

the information available, and the warning markers associated with the individual, I assessed the threat and level of risk posed to all parties involved. As such, I decided that we needed to take immediate action to prevent any potential harm being caused (College of Policing, 2014)

My colleague and I decided we needed to use force to enter the property to protect the male subject, ourselves and the medical professionals who were also in attendance. After the initial conversation with the individual, it was clear that he did not want us to enter his property and was becoming increasingly volatile the longer we were outside his property.

On forcing entry into the individual's address, I felt slightly apprehensive due to his demeanour and the potential risks posed to myself and my colleague. My first consideration was to ensure that there was enough distance between myself and the individual, allowing me the opportunity to check my surroundings and consider potential risk factors such as any objects close by that could potentially be used as a weapon. It also provided a better opportunity for me to react to such a threat should the need arise (College of Policing, 2020).

My initial objective after gaining entry to the property was to re-attempt to build rapport with the individual. I felt that that by attempting to build a relationship with the individual, I would be able to convince him that my colleague and I were present because we had a duty of care to safeguard him. This would allow us to gain his trust, in turn, making the individual feel more comfortable in our presence (College of Policing, 2021). At this stage, the individual was still displaying aggressive behaviour. At this point, I decided to use my active listening skills, clearly showing the individual that I was taking an interest and listening to what he had to say without interrupting him. I knew that my communication and conflict management skills would play a big role in de-escalating the situation (College of Policing, 2022). The individual stated how concerned he was that his front door had been forced open and that members of the street would now have access to his house after we had taken him to a safe place. I explained to the individual, using a low tone of voice, that we had a duty of care to ensure that his property was secured once we had left the premises. By acknowledging the male's concerns and displaying empathy, he immediately became

less aggressive towards my colleague and I, in comparison to his initial reaction. Using these effective communication tools proved effective in reducing the individual's aggressive behaviour (College of Policing, 2021).

Despite the positive influence on reducing his aggression, it did not completely eliminate the volatile behaviour. Due to the nature of the warrant and the information surrounding the individual, I believed that he still posed a level of danger to my colleague and I, and the medical professionals present. Due to his demeanour, and the level of threat posed to all persons involved, we had to use reasonable force to restrain him.

The five-step appeal model was used to determine whether the use of force was necessary, where we provided the male with opportunities to comply with our requests. Firstly, we made a simple appeal where we asked the individual to comply with our requests. We then provided a reasoned appeal, explaining why the warrant was in place. A personal appeal was also made where we explained that he could potentially be making things worse for himself by not complying with our requests. Lastly, the final appeal where we explained, once again, the reason for the warrant and if there was anything that we could reasonably do to ensure that he would comply with our requests. All four of these steps were rejected by the individual, therefore the use of reasonable force was our only option to safeguard the individual and others in attendance (College of Policing, 2020).

As a result, the individual was detained using handcuffs to ensure the safety of all persons involved. I was aware that I was taking away the individual's liberty therefore prior to detaining the individual in handcuffs, I considered article 5 of the Human Rights Act 1998, which focuses on an individual's right to freedom from unreasonable detention. However, in this situation I could justify the handcuffs to fulfil a lawful order by the court (Equality and Human Rights Commission, 2018). We gathered clothes and prepared an overnight bag for the individual. Once the overnight bag was prepared and the male's possessions were gathered, my colleague and I conveyed the individual to a mental health ward, where we had arranged to meet the mental health professionals for a mental health assessment to be conducted.

After evaluating and analysing this incident, I feel that the situation was handled successfully and professionally as we were able to manage the conflict and ensure the safety of all people involved. However, if a similar incident were to arise in future, I would look to utilise further conflict management skills such as breaking down complex information and taking the time to explain to the individual using simple language, the reason for our attendance and what will happen next (College of Policing, 2020).

In conclusion, I am satisfied with the role that I played and the positive outcome of this incident. This policing incident has provided the opportunity for me to put various conflict management skills in to practice and to see first-hand how effective they are in reducing conflict and taking control of situations. This incident has taught me how important it is to communicate effectively and listen to the needs and concerns of the people we serve. On reflection, when dealing with a member of the public who are suffering with mental disorders in future, I will look to utilise all conflict management skills available to allow myself the best possible opportunity to defuse the situation as soon as possible, to prevent any harm being caused to any persons involved.

As part of the action plan of my reflection, although I feel that the conflict was managed successfully, I am aware that there were further conflict management skills available to utilise in an incident of this kind. Even though the end result was positive, and the safety of all was secured, to make sure I continue to develop, if I was faced with a similar situation, I would make sure to exhaust every conflict management skill that was applicable to calm the situation.

Word count - 1643

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:

Supporting victims through the criminal justice system is very important to ensure victims don't feel alone, and that there are processes and procedures in place to help them through difficult periods of their life. Victims of crime are far more likely to come forward and report incidents if they know that they will be supported throughout the process. In this essay, I will be reflecting on a policing incident in which I supported a victim through the early stages of the criminal justice system. To reflect on this incident, I will be using Gibbs' Model of Reflection (MindTools, 2016).

A victim is defined as "a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence" (Ministry of Justice, 2020). My tutorship period has highlighted how important it is to support victims through the criminal justice system, and the importance of treating victims with respect and dignity to ensure they cooperate with investigations, ultimately leading to the success of any prosecution (College of Policing, 2021).

The incident that I am going to reflect on is my recent attendance to a female victim who had reported her ex-partner for a course of conduct that amounted to Harassment. The ex-partner had turned up unexpectedly at her address on two occasions on the same day, banging the door whilst shouting verbal abuse and making threats towards her. There were no cultural, ethnicity or language issues associated with this incident.

The legislation at the heart of this incident is Harassment, Section 1 (1) of the Protection from Harassment Act 1997. Under this section a person must not pursue a course of conduct, which the perpetrator knows or should know amounts to harassment. In order, for the behaviour to be considered a course of conduct, it must occur on at least two occasions, and it must be directed at an individual (Bryant and Bryant, 2021, p. 334).

After becoming aware of the incident, that happened earlier in the day, I immediately contacted the victim. Firstly, I sympathised with her and reassured her that we would support her through this difficult time. Secondly, I organised an appropriate time and place where she would feel comfortable providing a statement. In making the initial phone call, I wanted to make sure that the victim felt that she was being listened to and that she was being treated with respect throughout. Victims of crime have 12 different rights under the victims' codes of policing, I therefore wanted to make sure that each one was utilised to the best possible standard (Gov.uk, 2021).

After my discussion with the victim, she had decided that she wanted to provide a statement from her home address. On arrival to the address, I felt that I had a responsibility to provide the victim with information about possible measures that could be utilised to safeguard her. Whilst present at the address, it was clear that the victim was in shock and frightened of her ex-partner due to previous incidents during their relationship. As a result of this, I felt determined to reassure her and provide as much support and information possible to safeguard her.

I felt that it was important to ensure that the victim had the opportunity to provide as much information and detail about the events that took place, therefore I used open-

ended questions such as “Please, can you describe what took place?”. A recent study suggests that utilising open-ended questions is an effective way to ensure victims get the chance to provide as much information as possible as well as improving the correctness of the information provided (College of Policing, 2020).

One right a victim has under the victims’ code for policing is to be able to provide a victim personal statement (VPS). I explained the process of the VPS i.e., it was an opportunity for the victim to express how the incident had made her feel. I also explained that providing a VPS would help partner agencies make informed decisions about the case, by knowing the effect the incident has had on the victim. The victim provided a VPS, which we completed after her initial victim statement (College of Policing, 2022).

Due to the nature of the incident i.e., a domestic related harassment, the next step was to put safeguarding measures in place for the victim. I proceeded to complete a Public Protection referral with the victim, where I asked relevant questions relating to the incident and her ex-partner. This information then gets shared with the internal public protection departments who will review the referral. If, after reviewing the referral, our internal public protection department feel that there is a need for safeguarding measures, they share the information with external partner agencies who will then put them in place (Ford et al, 2020, p.89).

As part of the safeguarding process, the victim was also referred to Victim Focus, a free, independent, and confidential service that is available to victims of crime. They offer a wide range of services such as providing victims with information about the criminal justice system, emotional and well-being support and providing personal safety services (Victim Support, 2022). As a result of the submitted referrals, the victim has since received contact from various partner agencies to assist with any concerns or worries.

After all safeguarding measures were utilised and shared with relevant third parties, whilst still present at the victim’s address, she raised her concerns about having to see her ex-partner should the matter go to court. I made the victim aware that there were special measures that could be put in place for victims or witnesses who were

intimated or in fear of having to provide evidence in court. Should the court feel that the evidence provided could be affected by fear or intimidation, special measures would be implemented. We discussed that under the Youth Justice and Criminal Evidence Act 1999 there were special measures available such as the use of screens or giving evidence via a live link (College of Policing, 2021).

As part of the evaluation and analysis of my reflection, firstly, I feel that I played a significant role in supporting and safeguarding the victim in this incident. This allowed the victim to be in a position where she felt comfortable to provide the police with detailed information surrounding the incident. Whilst being the victim's point of contact, I provided her with weekly updates and information regarding the incident in accordance with the victim's code of practice. I also feel that whilst making the relative referrals to safeguard the victim, it highlighted the importance of the police working in collaboration with different departments or agencies whether that be internally or externally. On reflection, an area which I could improve, if faced with a similar scenario in future, is ensuring that the victim fully understands the Criminal Justice system and avoid the use of police jargon abbreviations. Victims of crime may not understand the criminal justice system, as it may be the first time that a victim has reported an incident to the police, therefore it is important to clarify at the beginning whether the victim understands the process.

In relation to the policing values that were utilised during this incident, the victim was provided with a high level of public service throughout. The value of transparency was also evident as I was open and honest with the victim when contacting her with any significant updates (College of policing, 2022).

The outcome of this incident was that arrest enquires were carried out for the suspect which were successful. The suspect was arrested and interviewed under caution. He was later released under Police bail pending further investigation. As a result of the safeguarding measures, the victim has received contact from our partner agencies who have provided her with support during this difficult time. As part of the victim codes of policing, right six, gives victims the right to be provided with information and updates about the investigation. I contacted the victim by her preferred means of contact and within the time frame agreed for updates to inform her that her ex-partner had been

released on police bail. I made her aware of the bail conditions in place, and the time that they were in place for (College of Policing, 2021).

In conclusion, I am pleased with my personal contribution in supporting the victim and being her point of contact throughout the initial stages of the criminal justice process. This policing incident has provided me an opportunity to understand the importance of supporting victims of crime and how difficult it can be for victims.

As part of my action plan going forward, I will be conscious about overloading the victim with information and check their understanding at regular points. Potentially, after an incident, the victim may not be thinking clearly and may have other things on their mind. On reflection, when I am faced with a similar situation, I will focus on breaking down information on the criminal justice system and explaining in detail the process they should expect.

Word Count - 1513

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:

A police officer is expected to make important decisions on a regular basis. In order, to help with the decision making, the National decision model should be utilised to help break down the information and to assess and decide on the most appropriate course of action. In this essay, I will reflect on a recent incident where I have utilised the National decision model to make the decision to arrest a suspect. I will be using the Gibbs' model of reflection throughout the essay (MindTools, 2016).

During my initial six months training, and most recently my tutorship period, I have come to realise the pressures and expectations on police officers, and how important it is to be able to think clearly under pressure. Police officers are required to make complicated decisions in high pressured situations and therefore the use of the National decision model is key to allow officers to make decisions based on a framework that can be examined (College of policing, 2014).

I am going to reflect on my recent attendance to a family related domestic incident at an address where a father and son had phoned the police to make a complaint against each other. Both had stated they had been assaulted by the other after a verbal argument. Prior to our attendance at the address, my colleague and I decided that we would separate the father and the son and speak with them individually to find out what had taken place. When engaging with the son I made sure to adopt key listening skills such as making use of open-ended questions where I would ask him to explain what had happened. This allowed him to elaborate on the events to which I paid close attention. During his first account I avoided interrupting as I wanted to make sure he had the opportunity to explain what had happened without having to stop and start. Once he had provided an account, I then probed him with further questions to gain further detail. There were no relevant cultural, ethnicity or language issues associated with this incident.

In legislative terms, domestic abuse is where two people are personally connected and the behaviour of one person towards another person is abusive. Abusive behaviour is classed as any physical, sexual, economical, psychological or emotional abuse or any violent, threatening, controlling or coercive behaviour (The National Archives, 2021).

During our attendance, I felt pressure to make the correct decision due to the nature of the call i.e., an allegation and counter-allegation of assault. To assist in resolving the incident it was important I applied the National Decision Model. The first stage of the National Decision Model is the gathering of information and intelligence stage. The first piece of information my colleague and I received was the initial call from the control room. The second piece was information about the persons involved and if there were any warning markers that posed a risk to my colleague or myself. From the initial gathering of information, we become aware that the son had warning markers associated with him which reinforced the importance of being cautious with our approach. By having the knowledge about the offence and the persons we were dealing with, prior to our attendance, allowed me to feel calmer as I was slightly more prepared than if I had no information at all.

The second stage of the model was assessing the risk and threat to the people involved and developing a strategy to solve the problem. During this stage I asked myself questions such as 'Is there a need for immediate action?', if so, then what would be the most appropriate course of action to take. From the information gathered initially and with the warning markers in place there was a level of threat involved from the start. The son also appeared to be under the influence of drugs which made his demeanour very unpredictable, contributing towards the level of threat. After gathering an account from the son, and an account from the father and his mother about the incident, it was clear that positive action needed to be taken to safeguard all persons involved from further harm.

The next stage was considering the powers and policies available to us as police officers. After the information disclosed to us, we had to consider the appropriate powers available to safeguard. At this stage we considered our arrest powers and our use of discretion, however due to this being a domestic violence assault the use of discretion wasn't appropriate.

Discretion is where officers are given the opportunity to use their professional judgement to make decisions and find different ways of working without always having to make an arrest. A recent study showed that there is a positive link between allowing officers to use discretion and officer well-being and job satisfaction (College of Policing, 2022).

The next stage of the model that was used to resolve the incident was considering and deciding on the most appropriate options available that were proportionate, ethical, and necessary. Our end goal was to resolve the incident in a manner that posed the least amount of risk and ultimately safeguard those involved.

The final stage of the national decision model is the action and review. This is where I decided on the most appropriate option available and put it in to action. In this situation, the son was arrested due to the allegations made against him from his parents. The demeanour of the son also suggested that he was under the influence of drugs. The use of the national decision model allowed us to consider all the information available and assess the level of risk and harm to ultimately make a decision to safeguard all

those involved. Once the son was arrested and the situation had calmed down, the parents stated they did not wish to pursue an official complaint, however they stated that the son was no longer welcome at the home address. The second element of this stage is reviewing the decision made, and the purpose of this is to highlight what was good and what could be improved in future. My colleague and I debriefed once the incident was over and used the national decision model to reflect on our decisions in order to identify areas where we could potentially improve going forward.

As part of the evaluation and analysis of my reflection, I feel that I played an important role in solving the issue in a manner that would safeguard all involved. I also feel that I used the national decision model effectively which ultimately allowed me to eliminate any potential threat or risk poised to those involved. On reflection, an area where I will look to develop moving forward is to communicate my thought processes whilst working my way through the national decision model with my colleague. Having a second opinion and taking on board a fellow colleague's thoughts and feelings will ensure my thought process and decision making is appropriate and necessary.

In this incident the parents did not want to pursue an official complaint, however, should the parents have decided to make a formal complaint, I have a responsibility as a police officer under the Criminal Procedure and Investigation Act 1996 to ensure that certain procedures are followed when retaining and recording information relevant to the investigation. Also, when conducting any investigation as a police officer I have also got a responsibility to pursue all lines of enquires whether it points in or away from the direction of the suspect (Ministry of Justice, 2015).

Due to the warning markers attached to the son and previous incidents involving him, the impact of bias could have potentially influenced my decision to arrest, however I made sure to utilise a range of policing values to ensure that bias was not a factor in my decision. I made sure to demonstrate impartiality, where I allowed both persons to express their views. I then considered both sides of the story, and made a fair decision based on the evidence available. Public service was another policing value that was evident throughout my involvement, where I made sure to consider how others would like to be treated and made sure to treat them with respect and dignity (College of Policing, 2022).

In conclusion, I am pleased with my contribution and involvement in this scenario. Ultimately, the main goal was to safeguard all involved to make sure that there was no further risk of physical harm. I feel that this incident has allowed me to experience the benefits of utilising the national decision model at a live call, and how effective it can be in making rational decisions that have been well thought through. As part of my action plan going forward, I will certainly use the national decision model to assist me in making decisions. However, an area that I will look to develop is my ability to continually update and inform colleagues of my decisions based on the decision model and my ability to explain and communicate the reason behind my decisions.

Word count - 1512

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
Suspect Interview	This will be achieved by sitting in on interviews being conducted by fellow colleagues. Observing interviews conducted by experienced officers will give me the opportunity to identify areas where I need to improve. Once I have sat in on a few interviews, I will kindly ask colleagues to sit in on my interviews to observe my performance and provide feedback.	During the initial 12 weeks, my tutor can provide support to develop my interview performance. After my tutorship period, my colleagues can provide the support, and if I feel I need further support I will ask my supervisor to observe my suspect interviews and to provide feedback on my performance.	This will be a focus area for the next 6 months.
Witness statements	This will be achieved by reading over my statements and analyse what's good and what I could improve. I will utilise the acronym ADVOKATE to make sure that my statements are as detailed as possible. I will also	My tutor can provide support by reading and assessing my witness statements to see whether the level of detail is sufficient.	This will be a focus area for the next 3 months.

	take notes whilst observing my tutor and other experienced colleagues taking statements.		
Time Management	To improve on my time management skills, I will look to set myself specific time targets to complete tasks in a timely manner. By having time constraints in place, it will allow me to focus my attention on the task that I am undertaking.	My supervisor could provide support by informing me of what tasks are more time pressing than others. He could also set time targets for me to complete tasks.	This will also be a focus area of mine for the next 3 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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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 wordcount.

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

Signed: GARETH THOMAS (Learner - Electronic signature or type name)

Date: 04/09/2022