



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based Workbook 1
(DHEP)**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

**Learner name: _Hugh Michael
Bradford_____**

**Learner's University Registration Number:
_____2031284_____**

**FACULTY OF BUSINESS AND MANAGEMENT
PUBLIC SERVICE PROGRAMME**

Module title: Policing in the Workplace 3 (DHEP)

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 Graduate Diploma 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)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

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.

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 file 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	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

Focussing on your initial 6 months of learning and since being attested as a Police Constable, **discuss and compare** the coping strategies you have applied to develop resilience and minimise stress.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

I will be evaluating and contrasting different coping mechanisms that I have applied during my initial 6 months of training that aided me in developing emotional resilience and minimising stress.

There is no textbook definition to stress and many health care professionals often have different interpretations of what stress is (Mind, 2017). Stress can be defined as the “feeling of being overwhelmed or unable to cope with mental or emotional pressure” (Mental Health Foundation, 2021). NHS UK (n.d) define stress as the “body’s reaction to feeling threatened or under pressure” and the charity Mind (2017) defines stress as “Situations or events that put pressure on us”. These definitions all include the word “pressure”. My understanding is that stress can be any situation that exerts an emotional pressure on us.

One common theme to minimise stress is to develop your emotional resilience, so you do not feel as stressed when tough situations occur (Mind, 2017). Resilience can be defined as, “the process of adapting and recovering well from adversity, trauma, tragedy or threats. It could also be described as the ability to bend instead of breaking when experiencing pressure, or the ability to persevere and adapt when faced with challenges” (Macmillan Cancer Support, n.d). I understand resilience as being our ability to bounce back from tough situations while maintaining a positive and healthy state of mind.

In relation to Policing, it is a career where it is almost assured that you will be dealing with stressful situations. A survey conducted by the BBC (2019) demonstrated that 95% of 17,000 officers experienced work-related stressful and traumatic events. A further study has shown that 1 in 5 officers in the UK suffer with Post Traumatic Stress Disorder (University of Cambridge, n.d). It is essential that we manage stress to avoid feelings of anxiety, anger, sadness, frustration or depression. These feelings can develop into physical symptoms such as headaches, nausea, indigestion, sweating and heart palpitations (Mental Health Foundation, 2021). I will be discussing and comparing my coping strategies of incorporating a daily exercise routine between weightlifting and cardiovascular exercise.

I was experiencing a lot of stress during the weeks leading up to my first exam. I would spend around 3-4 hours revising most days. The thought of the exam played on my mind constantly and affected my quality of sleep. Personally, I think I was overwhelmed by how much material needed to be learnt in such a short period of time. I felt burned out and was struggling to revise and take in all the information. Around 2 weeks before the exam, I

started to go the gym with my friend and started on mainly a weightlifting program with some form of cardiovascular exercise every couple of days.

Immediately after my first workout, I felt calm and more relaxed. I was getting this euphoric feeling after most of my workouts around 30 minutes afterwards. Research suggests that this could be due to a release of endorphins. “Endorphins are chemicals produced naturally by the nervous system to cope with pain or stress” (Berry, 2018). Other sources refer to endorphins as “feel-good” chemicals because they can “produce feelings of happiness and pleasure” (Holland, 2020).

Although endorphins are produced because you are putting your body through physical stress, Dr Matthews has suggested that exercising efficiently and producing a regular supply of endorphins can help the body better deal with other types of stress too (Laurence, 2017). Dr Matthews continued by saying “the more sedentary we become – not getting regular exercise – the less efficient the body is at dealing with stressors that are being placed on it” (Laurence, 2017). On reflection, this has been demonstrated in myself when comparing how stressed I felt prior to the first exam in comparison to the weeks prior to my second exam. The difference being that after following a structured workout plan over the period of a couple months and consistently dealing with physical stressors, it has helped my body deal with the other stressors in relation to exams and trying to revise and retain information.

Furthermore, I noticed that exercising everyday had a positive impact on my general mood and my quality of sleep which I believe has aided me in minimising stress during training. Research suggests that regular exercise is also responsible for the release of other neurotransmitters such as dopamine, norepinephrine and serotonin (Legg, 2017). Raising your level of serotonin through exercise can boost your mood, overall well-being and even improve your appetite and sleep cycles (Legg, 2017). Focusing on sleep cycles, a research study concluded that a person’s reaction to daily stressors and positive events varies based on their sleep duration (Sin et al., 2020). For example, people who experienced lack of sleep would feel less positivity towards daily stressors. Personally, this research coincides with my own feelings that exercise has improved my own well-being, my sleep cycles which in turn has improved my positivity and to dealing with daily stressors faced in the police training environment.

For the last few months, I have started a night-time routine of meditation to help me relieve stress and build my emotional resilience. Meditation can be described as “set of techniques that are intended to encourage a heightened state of awareness and focused attention” (Cherry, 2020). There are different ways that one can practice meditation. For myself, I have been practicing concentrative/mindfulness meditation. This variant of meditation involves focusing your attention solely on your breath or an object and tuning out any other thoughts (Cherry, 2020). Initially, I started with 5 minutes, concentrating on my own breathing and progressed to 20 minutes every night before going to bed.

There have been many studies conducted on the idea of meditation and its relationship to stress management. A randomised trial of 90 people with primary open-angle glaucoma were split between two groups. One group was assigned as waitlist control (group who do not participate with the experiment) and the others started a daily course of mindful meditation for 21 days. Both groups were measured by their typical stress biomarkers through measurement of their cortisol levels, a hormone linked to stress in the body. The

results showed that the group who engaged in a short course of meditation had lower cortisol levels at 392.3ng/mL compared to the waitlist group with 497.3ng/mL, therefore the study concluded a course of meditation can reduce stress inducing hormones in the body (Dada et al., 2018).

Another study published an analysis on 17 other studies conducted between January 2009 and January 2014 to examine the effect of mindfulness meditation had on reducing stress. It is worth noting that some of the studies did not use randomised control groups and had other variable factors such as different sample sizes, different methods of measuring positive outcomes such as a perceived stress scale that was used for 7 of the studies, a self-compassion scale used for 6 of the studies and other models were used to evaluate the results such as Maslach's Burnout Inventory and Five Facet Mindfulness Questionnaire (Sharma and Rush, 2014). Nevertheless, the study concluded that 16 articles demonstrated positive changes in psychological or physiological outcomes related to stress and anxiety (Sharma and Rush, 2014).

The last study I would like to look at was conducted specifically on students. The creators of the trial selected undergraduate students at random to participate in training in mindful-based stress reductions. The results were that the treated participants demonstrated significant benefits for stress reduction. The authors of the study concluded that meditation-based stress management reduce stress with college students and that such programs deserve to be studied further as a potential health-promotion tool for students (Oman et al., 2008). I felt this study was very fitting, myself technically being an undergraduate student also. Some of the other studies mentioned have had other anomalies such as focussing on people with sever anxiety disorders or people with open-angle glaucoma which does not correspond with my own circumstances. At least this study focused on just college students suffering from stresses such as exams and coursework like myself.

In conclusion, I feel that both strategies I have discussed have helped me greatly in dealing with stress during training from exams and other tests involved. For myself, both methods have a method of taking my mind off work and allowing me to relax without constant though of trying to learn a new role. I find it difficult to try and say that one strategy is better than another. For me, both strategies help me when used in tandem. Diet and exercise help me throughout the day in terms of my overall wellbeing and reducing stress. I find mindful meditation is more for evenings before I go to sleep. It helps me with shutting down and stopping from my brain from overthinking, helping me to get to sleep quicker.

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.

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Reflect on your application of 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 a **critical evaluation** of 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.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The main roles and responsibilities of a Police Constable are to work with local stakeholders to “promote law and order, reduce the fear of crime, provide reassurance and build confidence to improve quality of life for citizens”. (College of Policing, n.d). In carrying out these actions, Police Officers will often experience conflict. Conflict can be defined as a “serious disagreement and argument about something important” (Collins Dictionary, n.d). Conflict can arise in any situation with offenders, victims and witnesses if handled poorly by the behaviour of Police Officers. In other situations, such as effecting a lawful arrest, conflict might be inevitable for officers. I will be using this essay to critically assess and reflect on a Policing Incident that I dealt with that involved an element of conflict.

I was called to an incident of Domestic Violence Common Assault between a mother (victim) and her daughter (subject). The report we received is that the daughter had returned home intoxicated after being on a night out and had got into a verbal argument with the victim. The subject has then pushed the victim against the wall and held her by her throat. On attendance at the address, I was responsible for the initial engagement with the subject and the following arrest of the subject for DV common assault. After initially being able to engage with the subject, the conflict started when the subject refused to leave the address and did not offer another address as an alternative to be conveyed to. The conflict became physical as the subject tried to push past me to get back downstairs to the victim. I restrained the

subject's arms and placed her in handcuffs. I and another officer had to hold the subject by each arm while we guided the subject out of the property and into a marked van and conveyed the subject to custody.

In terms of a social context, this incident has been classed as a domestic incident as both parties are over the age of 16 and are personally connected. Domestic abuse is very prevalent in England and Wales. For the year ending March 2020, the crime survey for England and Wales showed that an estimated 2.3 million adults aged between 16-74 experienced some form of domestic abuse (Stripe, 2020a). Of those 2.3 million, the crime survey concluded that 1.6 million were women aged between 16 and 74 years old (Stripe, 2020b). The victim in this situation was aged between 55-59 years old.

Figures show that approximately 6% of all domestic related incidents were on a victim between age range of 55-59 years old (Stripe, 2020b). This incident has been classed as family abuse as oppose to partner abuse. Statistics show that family abuse equates to 1.9% of all adults aged between 16-74 years old who experience domestic abuse. This is lower than partner abuse which equates to 4.0% of adults who experience domestic abuse (Stripe, 2020a).

I have taken into consideration cultural, ethnicity or language issues with this incident. Both parties were of white ethnicity, and culturally had both grown up in the local area similar to me. I can conclude there were no cultural or ethnicity issues. The subject was heavily intoxicated so there was the potential for language issues with her not being able to fully understand the severity of the situation at hand. To manage these issues, I have tried to actively listen to the subject and adapt my communication using simple and short sentences and adjusting the pace of which I was talking to help the subject better understand myself.

The subject was very aggressive and immediately started to shout as soon as I entered her bedroom to communicate with her. The subject was swearing at me and telling me to effectively leave her bedroom. The subject appeared to be intoxicated from her heavy-footed movements and slurred speech. The subject was talking about her issues with her children being taken away from her and current issues with her drinking dependency.

In this situation, I was feeling quite overwhelmed as I was expecting to initiate communications and ask some open style questions to try and build some rapport with the subject, however I was thrown into a situation of being shouted at followed by the subject expressing their own emotions and feelings. I was consciously thinking how best now to deal with the subject. At this point, I decided to actively listen to the subject before continuing with any further verbal communication. It was my feeling and thought process that interrupting and asking any open or closed questions would only further escalate the situation causing the subject to become more aggressive towards me.

Active Listening is the "process of listening attentively while someone else speaks, paraphrasing and reflecting back what is said, and withholding judgement and advice" (Cunic, 2010). I was using active listening to show the subject I was listening attentively in a bid to build some respect and understanding between myself and the subject. Cunic (2010) talks about many ways to show someone you are actively listening through use of non-verbal communications such as nodding your head, non-threatening body language and consistent eye contact.

I was nodding my head every few seconds and made consistent eye contact with the subject during our conversation. I also used verbal communications techniques such as saying "right" or "ok" every few sentences to show I was still listening to the subject talking about events leading up to the incident. Additionally, in any periods of silence I would reflect what subject what had been saying. I said, "so what you are saying is you went to the pub this evening?" This allowed me to show to the subject that I was capturing and absorbing the information that they were giving to me. It showed I was indeed listening and interested in what they had to say.

After actively listening to the subject, I have tried to ask a mixture of closed and open style questions. Open style questions are questions which are answered by a unique thought or statement in someone's own words. Closed questions encourage one-word answers such as a yes or no (Katz, 2020). The purpose of me asking these questions were to try and establish the circumstances of what had occurred over the evening from the subject's perspective. I started with asking closed questions first to try and keep the subject communication with me. I remember asking the subject questions such as "Which pub did you go to?", "Who were you with?", "How much did you drink?" and what did you drink? This was among many other questions. I thought if I could continue speaking with the subject with closed questions, I could start to use open questions after trying to establish some rapport with the subject.

I felt more relaxed and calmer at this point as I felt the subject calm down after being very aggressive and hostile with myself initially. Rather than a one-way conversation where the subject was venting at me and I was having to actively listen, I was able to play more of a role in the conversation and try and gain some control of the situation in a way where I could begin to establish some rapport. As stated, I tried to ask them more open style questions like "What happened this evening when you got back to the house?" "Why do you think we have been called?" "What has caused you to react like this?" to steer the conversation and get the subject to talk about the incident in general to understand it from her perspective. In terms of what went well, I believed the closed and open style questions allowed me to participate in the conversation and start to build some rapport with the subject. It allowed me to try and guide the conversation and try and keep the subject on topic as she tended to keep talking about unrelated things.

I would not change the method that I went about this. I believe it was appropriate to actively listen to the subject to vent rather than walk straight into her bedroom and begin to throw questions at her. I feel that would have escalated the situation further. I think it was more beneficial to start with some closed questions to the subject to get her talking and engaging with me before asking some open style questions to keep the subject to find out more information. I am sure there is not much more I could have done in the way of trying to communicate with the subject. I must have spent around 20 minutes trying to engage in the hope I could see if the subject would leave the address voluntarily and be conveyed to a different address.

There are core questions that need to be asked in any conflict situation where force is used to determine a necessity for the force. Does the force used achieve a lawful objective? A lawful objective would be effecting a lawful arrest, preventing crime or preventing injury/harm to yourself or another person or property. Is there any means that the lawful objective could be achieved through other means rather than use of force? (College of Policing, 2013a). This question is linked directly to necessity. For example, if you could effect a lawful arrest

through communication and the offender agreed to be arrested voluntarily, then any use of force would not be necessary.

A police officer should also be constantly assessing a situation through the National Decision Model to assess threat, harm and risk (College of Policing, 2013a). In a situation, is there an immediate threat of risk and harm? If you can justify a significant threat, then you can justify proportionate force used. Proportionality relates to a balance of force used when compared to the severity of a situation. For example, an officer would not use a taser to effect a lawful arrest of an individual posing no threat, however it could be justified for an individual in possession of an offensive weapon. Any officer should be asking themselves what is the minimum amount of force that he/she can use to achieve the lawful objective (College of Policing, 2013a).

Furthermore, Police Officers need to consider their own powers and policies when it comes to using any force in any situation. Again, this comes into practice in the National Decision Model. Officers will always be considering powers and policies in relation to the intelligence and threat, risk and harm of a situation (College of Policing, 2013a). Use of force for Police Officers is governed by this key legislation. Section 117 of Police and Criminal Evidence Act 1984 states that force can be used if necessary and proportionate to enact any other power under the Police and Criminal Evidence Act 1984.

For example, force could be used if appropriate and justified to carry out a stop search under S.1 if a subject was resisting. S.3 Criminal Law Act 1967 allows officers to use reasonable force in circumstances to effect a lawful arrest or prevent crime. Common Law applies to everybody including officers and their use of force. Common law states that an individual may use reasonable force to protect themselves or another person/property. The other key legislation is the Human Rights Act 1998 which governs that any force must be proportionate, legal, necessary and officers should be held accountable for any force used (Humberside Police, n.d).

It is essential that Police Officers understand how their actions/behaviour can influence a situation. It can easily be the difference between having to use force on a subject or using effective communication to avoid any conflict without the need for force. The theory of Betari's Box provides an explanation of how your attitude can link to your behaviour and negatively impact a situation. Betari's Box illustrates how a Police Officer can be caught in a vicious cycle or virtuous cycle of communication based on their attitude and behaviour (College of Policing, 2020). The model dictates that your attitude affects your behaviour. Your behaviour then affects the subject's attitude. The attitude of the subject affects their behaviour which in turn begins the cycle of affecting your attitude again (College of Policing, 2020).

If Betari's Box is not adhered to by Police Officers, it can escalate a situation to a point where it is out of control. It is our responsibility as Police Officers to recognise the occurrence of this model in everyday situations and look to make changes to our attitude and behaviour to break the negative cycle (College of Policing, 2020). We can do this by first demonstrating effective active listening skills. (Blackpool Teaching Hospitals NHS, n.d). As touched upon earlier, active listening means using non-verbal communication techniques such as open body language, gestures such as nodding your head or repeating back verbal's to the other person to show them you are acknowledging them and care about what they have to say (Cunic, 2010). This will influence their behaviour and attitude to be more positive towards

you. Other advice is to take time to yourself if you are in a negative mood and have a reset so to speak so you can deal with things in a better manner with a more upbeat attitude (Mindtools, n.d). However, it is worth noting that this can be difficult in a fast-paced environment in Policing where you do not have ample time to deal to have a reset in most situations.

One critique I have of the model is that it needs other people to cooperate to an extent for the model to operate effectively and break the cycle of conflict. It is only effective if people can adapt and change their own behaviour (Mulder, 2018). This means although I alter my attitude to try and break the cycle of conflict, it also requires the other party to adapt if it is going to work. The references I have used for this talk mostly about an office setting using a slight disagreement with a co-worker as an example for Betari's Box to be effective.

Unfortunately, situations that Police find themselves in are much more difficult with impassable actions that cannot be settled by a simple conversation and change of attitude. Relating this to my incident, the subject was very intoxicated and hard to have a normal conversation about her actions. Additionally, the victim wanted the subject out of the property and the subject did not offer any alternative address to be taken too and refused to leave the address even after talking with myself for 20 minutes. Moreover, I approached the conversation with an open and calm attitude to the situation from first point of contact. There was never an occasion where I had to adapt my attitude in the first place.

In conclusion, the incident resulted in myself and other officers having to use hand to hand restraints and non-compliant cuffing to take the subject out of the property after the subject pushed one of the other officers following my arrest for DV Common Assault. The subject also did not offer us any alternative to take her to another address as a more amicable means of dealing with the situation.

Personally, I believed I handled the situation as effectively as could have been with the factors and information presented to me. I tried to seek an alternative other than an arrest however the subject refused to leave the address giving us a necessity to carry out the arrest. I believe that force was used at the appropriate time. I tried to give the subject space and wanted to give her the chance to be escorted out the property, however she pushed another officer in the bedroom. Force was used to prevent physical injury to myself, the subject and another officer.

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

Critically assess a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider 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.

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

On SUNDAY 6th FEBRUARY 2022, I attended an emergency call for reports of a domestic common assault that had taken place. The victim alleged that her partner (defendant) had returned from the pub in a very intoxicated manner and pushed her on the floor after a verbal altercation ensued. I arrested the subject for the offence of common assault. Other attending officers conveyed the subject to custody.

I remained at the scene to take a statement from the victim and conduct CCTV and house to house enquiries. After conducting a brief investigation, I interviewed the subject at the custody suite. The subject admitted responsibility for the common assault, although their memory was fragmented due to high levels of intoxication. The file is currently awaiting CPS advice on a charging decision, with the subject released on conditional bail. Throughout the process, I have been communicating with the victim and talking them through the criminal justice procedure.

As a police officer, some of the main obligations/duties placed on me are to protect and support victims of crime and bring offenders to justice. From a social context, there is wide ongoing public debate regarding violence, the safety of women and the police's role in that aspect. This is in part due to the Sarah Everard case. (GOV.UK, 2021a). This had a detrimental impact on Police relations with all women and diminished trust between local communities and their police forces. GOV.UK (2021a) concluded that confidence in the police with treatment of female victims is very low with only 1 in 6 women reporting assaults to the police.

Therefore, it is essential that I deal with this situation to the best of my ability. If I was to fail in my duty to protect a vulnerable person and victim of a crime, then it would only further impact trust between the police and the local community. If there is no longer a level of trust, there is less likelihood that victims and vulnerable people will report offences. This will result with incorrect statistics where crimes of a certain nature are not being recorded. Currently, domestic related offences account for 15% of crimes recorded in England and Wales (GOV.UK, 2021a). It is an area that we need to ensure correct actions are taken with our powers used efficiently and effectively to protect victims of domestic related offences.

We can do this by using police powers and legislation at our disposal. The Centre for Women's Justice has shared concerns that police are failing to use protective powers/measures such as Domestic Violence Protection Notices (DVPN), bail and restraining orders (GOV.UK, 2021a). Following the arrest, one of my first concerns was safeguarding for the subject. My golden hour enquiries proved there was no other evidence apart from the victim statement, therefore I had to consider the idea of applying for a DVPN as advised by my Sergeant if this case was to potentially result in no further action taken against the defendant.

In terms of other legislation, I used S.24(2) (Police and Criminal Evidence Act 1984) which states that an individual can be arrested by an officer if he has reasonable grounds to suspect he/she is guilty of an offence. S.24(5) of the act (Police and Criminal Evidence Act 1984) was used to determine necessity being prompt and effective investigation to take statements and interview the defendant and to prevent any further physical injury to coming to the victim and protect a vulnerable individual.

It is also important to consider how the legislation I used infringes on the human rights of the subject. In this instance, by using powers of arrest on the subject I have infringed on their right to liberty and security under Article 5 of the act (Human Rights Act 1998), by taking such liberty away from them, however a person can be deprived of this right for a lawful arrest on suspicion of an offence being committed and also a necessity being present for the detention.

I would like to consider and reflect on the responsibilities I have had and procedures that I have followed in line with the codes of practice for victims and witnesses. This code is referred as The Victims Code. The Victims Code "sets out the service and a minimum standard for these services that must be provided to victims of crime by organisations in England and Wales (GOV.UK, 2021b). For the purpose of the Victims Code, a victim is defined as "a person who has suffered harm, including physical, mental or emotional harm or economic loss which has directly caused by a criminal offence" (GOV.UK, 2021b).

First right in the Victims Code is the right to be able to understand and to be understood (GOV.UK, 2021b). This means that the victim has the right to be supplied information in a way which is easy to understand regarding the case and to be heard and understood if the victim needs to voice their opinions, questions or concerns regarding the case. I have applied this by first remaining with the victim after the incident to talk to them about it and eventually take a statement from them. I have also explained the process of going forward in simple terms. I remember advising the victim that the subject has been arrested and will be interviewed in due course. Before leaving the address, I asked the victim if they had any questions to make sure the victim could be understood and voiced any concerns they had going forward. The victim did not have any questions at the time, but I left them with contact

details for my phone and email if they wanted to get back in touch with me at any point during the investigation.

I spoke to the victim in a slow and calm tone to try and calm them down as the incident had not long happened and make sure that they could understand what I was saying. I also done well in avoiding the use of police jargon that had been taught to me throughout training. I did not want to use any terminology or language that could confuse the victim in any way. On reflection, it might have been more appropriate to have the conversation about the case and what would happen next the following day. The incident had happened quite late in the evening and the victim seemed overwhelmed after the incident, our arrival, and the statement being taken. It might have been more beneficial to return to the address or contact the victim the following day by telephone to enquire about any questions as it could have been difficult to think of any questions straight after the incident occurred.

One of the absolute rights, which is right that all victims are entitled too is right number 4. This right state that a victim is “to be referred to services that support victims and have services and support tailored to your needs” (GOV.UK, 2021b). Simply, this right means that a victim has the right to be offered support services by Police and other organisations. I have done this by asking the victim directly if they believe they required any additional support from other agencies locally. The victim confirmed to me they would like extra support in relation to the incident. I have asked the victim what support she would like to try and gage her expectations and give local agencies an idea on how we can help the victim. The victim asked to see if any services could provide alarms or CCTV to her household to make her safe in her own property from the subject potentially returning when released on bail.

I submitted an Connect Gwent referral form specifying exactly what the victim was looking for to give support services an idea of what the victims expectations were. Connect Gwent is a multiagency hub which can support help victims and witnesses of crime and antisocial behaviour in the Gwent area (ConnectGwent, n.d). I specifically referred the victim to victim support and Aneurin Bevan University Health Board as the victim mentioned that the incident had affected her mental health so I wanted to see if a Mental Health Nurse could help the victim in anyway. I informed the victim I would be sending the referral form and confirmed her contact number. I advised the victim that someone will be in contact from support services over the coming days to discuss how they can help her.

Another right is number 6 in the victim’s code. Right 6 specifies that a victim has the right “to be provided with information about the investigation and prosecution” (GOV.UK, 2021b). Fundamentally, this means victim needs to be updated during specific courses of an investigation. The victim should be updated within 5 working days of the suspecting being arrested, interviewed under caution, released without charge; and released on police bail or under investigation or if police bail conditions are changed or cancelled (GOV.UK, 2021b). I have updated the victim in person as the subject was arrested in the property while she was there as well. I have asked the victim how they would like to be contacted and they have made be aware they would like to be contacted by their mobile number.

I have called the victim following the interview of the subject and made them aware that the subject had been interviewed under caution and that they had been released on bail. I have made the victim aware of the bail conditions for the subject which were not to attend the victims address or contact the victim. I wanted these to be put in force to further protect the victim from further physical injury. I advised the victim to contact Police if the subject

breaches any of his court bail conditions. I further contacted the victim via telephone as soon as CPS extended the bail conditions on the subject for another month. I have done well in always keeping the victim in the loop of the investigation and always remember to ask them if I can help in anyway or if they have questions about going forward. The CPS advice due date is 29/03/2022 and I will be due to contact the victim again if the conditions are extended once again.

Other than the statement already taken from the victim in relation to circumstances of the incident, there is the opportunity for the victim to complete a Victim Personal Statement. This is right number 7 in the victim's code which gives the victims the right to make a victim personal statement if they choose to do so. The victim personal statement allows a victim to tell the court how the crime has affected them and detail their feelings following the incident. It is something that is usually read out during court proceedings (GOV.UK, 2021b). As part of the process of taking a statement, I have asked the victim if they would like to make a victim personal statement. I explained the process that it is only a few sentences just to capture their feelings from the incident and made them aware that it is something that could be read out in court.

Throughout my application of the Victims Code, there have also been constant engagement of Policing Values. Firstly, I will focus on the value of Transparency. Transparency is about ensuring my decision making rational is clear and detailed for others to see the reasons for why I made the decisions I did, ensuring my communication is clear and concise, giving an accurate representation of my actions and records, maintaining confidentially and representing the views and opinions of others accurately (College of Policing, 2022).

My entries onto our system OEL always detail any decisions taken on a case file. I always include the actions I have taken and the actions outstanding that need to be done. I also use a National Decision Model template on my log entries to show my decision making in terms of arresting the subject in this case, detailing the information I had to hand, the threat risk of harm of a situation and the powers and policies I had to use at my discretion. I have also maintained confidentiality with both the subject and victim and only supplied information that I am authorised to give. As stated before, I have informed the subject on various important points of the investigation such as the arrest, interview under caution and bail granted on set conditions as this is information the victim needs to know, however I have taken particular care not to disclose any of the victims information to the offender when communicating with them.

The next value in Policing is Public Service. Public service is about acting in the interest of the general public. It is also about understanding the needs of others and acting in their best interest, adapt to address the needs and concerns of different communities, understanding how people want to be treated and treating everyone respectfully regardless of the circumstances (College of Policing, 2022). One thing that I always do is ask the victim what their expectations are from the police. In this case, the victim wanted to end their relationship with the subject and distance herself from him and pursue a formal police complaint. This helped me gauge their expectations so I could best meet those expectations. I have arrested, interviewed and placed bail conditions on the subject to further safeguard the victim from any interaction with him.

I have considered the public interest in investigating this offence and believe that it is within the public interest to conduct an investigation. Domestic violence is a big topic within policing

today and a focus especially for Gwent Police currently. By showing the public our attitude towards investigating domestic violence, it might inspire more people to come forward and report more offences. In terms of addressing needs to match different communities, both parties are locals to the Welsh Valleys where they have both grown up, therefore I have not really had to tailor my communication, however I have treated both parties with equal amount of respect. Although the subject has admitted to me in interview that they are guilty of common assault, it has not changed my perspective on how I treat someone with respect. I have still tried to find contact information for support services for both the victim and subject, as the subject admitted to me about their dependency on alcohol causes their anger issues.

In conclusion, I am aware that not all rights of the victim's code have been discussed since the case is still in the early stages of waiting for CPS advice in relation to a charging decision. I will continue to uphold the other rights in the Victims Code. For example, if the case does go to court following CPS advice, I will adhere to right 8 about giving information about the trial, trial processes and their role as a witness. In addition, I will look to give information to the victim about the outcome of the case and any appeals as according to right 9, again if the case progresses to court (GOV.UK, 2021b).

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.

Critically assess 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. **Evaluate** the role of discretion in the decision-making process.

Determine 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 assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

I attended an emergency call where the owner of the property (victim) had reported that her partner (subject) had purposefully damaged items in the house after losing his temper. I have attended the property with two other officers and talked to the victim initially. The victim informed that the subject had lost his temper after she turned off the TV. The subject had damaged the TV and a couple of mirrors in the downstairs living room. It was my decision to arrest the subject on suspicion of causing criminal damage. The subject refused to have handcuffs applied and therefore myself and my 2 colleagues had to use hand to hand techniques to restrain him to the floor and apply non-compliant handcuffing. My colleagues have conveyed the subject to custody, while I have stayed to take a statement from the victim and conduct golden hour enquiries (house to house, CCTV etc).

In terms of a social context, this crime/incident has been classed as a domestic related incident as both parties are over 16 and are personally connected to each other. The police recorded a total of 1,459,663 domestic abuse related incidents and crimes in England and Wales in the year ending 2021. Of those incidents, 845,734 were recorded as crimes which represents a 6% increase on the year 2020. These domestic related incidents account for 18% of all offences recorded by the police in the year ending March 2021 (Elkin, 2021). Lastly, estimates from the most recent Crime Survey for England and Wales conducted by the Office of National Statistics highlight 5.5% of adults aged between 16 to 74 (2.3 million people) experienced domestic abuse during the year 2021 (Elkin, 2021). The worry is that there are many more incidents that are never reported to police. Gwent Police have

launched a campaign called “ReadBetweenTheLines” campaign by creating a telephone line for help and advice about domestic abuse. The campaign wanted to raise awareness of the signs of domestic abuse and encourage people to seek support (Axenderrie, 2020).

In terms of a legislative context, I used S.24 (Police and Criminal Evidence Act 1984) to arrest the subject as I believed some positive action to be taken to safeguard the victim. This power gives me the power of arrest for anyone without warrant if I reasonably suspect they have committed an offence. I used S.117 (Police and Criminal Evidence Act 1984) to use reasonable force to restrain and apply handcuffs to the subject to carry out my arrest under S.24. I also used S.3 (Criminal Law Act 1967) that allows me to use reasonable force to effect the lawful arrest of an offender or suspected offender. To give some background, most recent statistics show that police made 214,965 arrests for domestic abuse related offences in the year ending March 2019. This equates to 32 arrests per 100 domestic abuse related offences committed (Elkin, 2019).

This incident did not present any cultural or ethnicity issues. I would classify myself as white ethnicity. Both the victim and the subject classed themselves also as white ethnicity. Furthermore, the victim and subject had both grown up in the local area, like my circumstances, therefore we shared many similarities in terms of our culture. This meant I did not have to adapt my communication as such to try and accommodate or consider any other issues in relation to culture or ethnicity.

For this incident, I use a model called The National Decision Model (NDM). The National Decision Model was designed to structure a rationale for any decisions that were made during an incident and explanations behind those decisions. It also acts as a model for managers to reflect on the decisions made and provide feedback for the decision makers to reflect on (College of Policing, 2013b). At the centre of the NDM, is the police code of ethics. The code of ethics is to remind any officers including myself that any decision I made during this incident applies and does not breach the code of ethics.

The first stage of the NDM is to gather information and intelligence. Through this stage, the decision maker should be defining the situation (College of Policing, 2013b). I was able to do this by first asking the Force Control Room (FCR) for the circumstances of the incident. The FCR informed that they received a call from a woman asking for police after her house had been damaged and they also informed me that a male could be heard shouting in the background. Moreover, I asked for address checks to be conducted on the property. There were no address warning markers, however, a male resided at the address who had warning markers for violence and assaulting police officers. On arrival at the occurrence address, I made my way to the victim who was visibly upset and asked her what had happened. The victim advised me that the subject lashed out and destroyed the TV and mirrors after the victim turned off the TV. The victim confirmed to me she had not been assaulted or injured in anyway.

The next stage of the NDM is to assess threat and risk and develop a working strategy. This stage involves assessing the overall risk by asking yourself certain questions like, do I need to take action immediately? How probable is the risk of harm? How serious is the risk of harm? What could go wrong (or well)? Do I need more information? Can I handle this alone? What partner agencies do I need to involve? (College of Policing, 2013b). From the information I gathered, I established that action had to be taken while I was at the scene. The subject was clearly in an intoxicated state and made threats to assault the victim stating

he would punch the victim if she were a man. The subject was aggressive in his speech and movements when I tried to talk to him. I knew if I were to leave without taking immediate positive action, the subject would have continued damaging the property or assaulted the victim for contacting police. I judged the risk of harm as very likely given the answers to those questions. My working strategy was to arrest the subject on suspicion of criminal damage to temporarily safeguard the victim and to further investigate the offence without intimidation from the subject.

After assessing the threat risk and harm, I need to take the next stage of considering my powers and policies to use in a situation (College of Policing, 2013b). For this situation, I decided to arrest the subject. As a police officers, I have powers to do so under S.24(2) (Police and Criminal Evidence Act 1984) which dictates that an officer can arrest an individual without warrant if they have reasonable grounds to suspect an individual of having committed an offence. I knew I had the necessity to arrest the individual under S.24(5) (Police and Criminal Evidence Act 1984). The necessities being to prevent further loss and damage to property and for prompt and effective investigation to allow us time to take a statement from the victim without intimidation from the subject and to interview the subject regarding the offence. Moreover, I considered the idea of applying for a Domestic Violence Protection Notice (DVPN), which allows Police and Magistrates Courts to apply restrictions on suspected offenders like not being able to attend the victim address or contact the victim, where there is insufficient evidence to charge (College of Policing, 2015).

The next stage of the NDM is to identify options and contingencies. This stage is about considering different options with the least risk of harm. Decision makers should be considering the options open, the immediacy of any threat, amount of time available, resources available and what action to take if the initial actions are not effective. It is essential that the options be proportionate, necessary, ethical legitimate (College of Policing, 2013b). I considered the different options with dealing with the subject. I could have conveyed the subject to alternative address and arranged for a Voluntary Interview (VA), there was the option of arresting the subject there and then in the address and the possibility of arranging out of court disposals such as a community resolution.

The final stage of the NDM is to take action and review what happened (College of Policing, 2013b). This stage involves first responding by implementing the chosen option and informing others of your decision. As previously stated, I decided to arrest the subject on suspicion of criminal damage due to the immediacy of any threat. The other options were not viable due to the threats made. The subject had stated their intention to hit the subject instead of causing damage. I informed my colleagues about my decision to arrest the subject as I wanted them near me for the possibility that the subject might need to be restrained to enact the arrest. The next step is to record any actions taken and why those actions were taken (College of Policing, 2013b). I have recorded my actions taken on the OEL Log on the case file. I have explained the circumstances and why I arrested the subject. I have provided legitimate reasons under S.24(5) (Police and Criminal Evidence Act 1984) to explain my necessity for arrest. I have also uploaded a Use of Force form to evidence why I used force to carry out my arrest.

Discretion plays a big part in the decision-making process of the NDM when a Police Officer deals with any incident. Discretion can be defined as “the right to choose something, or to choose to do something, according to what seems most suitable in a particular situation” (Cambridge Dictionary, n.d). Officers can and will use discretion in any incident. It is an

officer's decision whether to arrest someone for an offence, or to interview an individual for an offence or to apply handcuffs to someone for transportation following arrest etc. A reason why discretion is used is because it is necessary due to limited resources in Policing that make it impossible to enforce every law against every offender. Furthermore, the strict enforcement of the law would have harsh and intolerable results (Bronitt and Stenning, 2011). One important part is that discretion is used by officers in the interest of public perception. Arrests and prosecutions should be done according to whether it is in the public interest to do so.

Relating back to my incident, it was my discretion to arrest the offender for criminal damage as it was my discretion to apply handcuffs in this incident due to the nature of the subjects warning markers to assault police in the past and the subjects behaviour and threats towards the victim while I was at the address. I ensure my discretion is used according to Policing values. In terms of the policing value of Public Service, I believe my decision to arrest the subject was acting in the interest of the public as domestic related incidents play a major part of all crimes in England and Wales. If the police can show the ability to deal with domestic incidents and safeguard victims, it might encourage others to come forward and have confidence in the police service with their response to domestic related incidents.

In relation to the value of transparency, this is about being held accountable for decisions and actions taken in an incident (College of Policing, 2016). I have done this by detailing an NDM template showing my thought process to arrest the subject on the case file. I have exhibited my body worn video to the file and attached it for others to review my actions during the incident. I have explained my rationale to the custody sergeant for why I believed I had the necessity to arrest the subject. I have also uploaded and attached a use of force form detailing my attempts to reason the subject and the exact extent of the force used which was tactical communications, hand to hand restraint and non-compliant cuffing.

The last value I would like to consider is impartiality. Impartiality links to the principles of Fairness and Objectivity in the Police Code of Ethics. This value is about making fair and objective decisions with the best available evidence at the time (College of Policing, 2016). I have done this in my incident by showing active listening skills while asking for the circumstances from the victim and listen to the subject talk about his own actions too. A problem that can sometimes hinder impartiality is bias, conscious or unconscious that an officer can hold about certain groups of people. "A bias is a tendency, inclination, or prejudice toward or against something or someone" (Psychology Today, n.d). Bias comes from stereotypes that we form based on physical characteristics such as ethnicity, gender disability and sexual orientation etc. Unconscious bias is simply a bias that we are not aware of. A bias which has been installed in us from a young age and influenced by the media and other experiences that we see (Psychology Today, n.d).

A bias is a subjective thought that can lead you to make quick and rash decisions which could potentially mean making an incorrect decision. It is impossible to eliminate all kinds of unconscious bias that you might have, however it is important that we try and reflect and think about potential bias that we carry about groups of people. If we can notice our own bias, we can try to actively avoid them when making decisions (Psychology Today, n.d). Relating to my incident, I think there is the stereotype that men are more than likely considered the aggressors in most domestic abuse incidents as statistics would show, therefore there is a tendency to believe what the woman is saying and treat her immediately as the victim without objectively looking at all the available facts. In fairness, I am aware do

share this bias on some occasions, however with this incident, I took time to speak to both parties separately to gather the facts before arresting the male subject, who admitted to damaging the property.

Lastly, I would like to focus on my responsibilities regarding the Criminal Procedure and Investigations Act 1996. This act discusses the different roles of individuals in an investigation. For myself, I would be classed as the officer in charge and investigator (reporting officer). The officer in charge is responsible for directing the entire investigation. Additionally, they are responsible for ensuring there are procedures in place to record and retain information and material. (Health and Safety Executive, n.da). The investigator (reporting officer) has a responsibility to carry out the duties outlined in the CPIA in terms of recording information and retaining records of information and other material. The investigator pursues all additional lines of enquiry like statements from victims and witnesses, house to house enquiries and CCTV enquiries etc.

The CIPA code gives a duty to retain any significant material/information if it is relevant to the investigation (Health and Safety Executive, n.db). Information or material is considered relevant if it has some bearing on the offence under investigation or the person being investigated or the surrounding circumstances of the case. Information is not relevant if it holds no bearing on any aspect of the investigation (Health and Safety Executive, n.db).

In terms of recording the information, the officer in charge of the investigation must ensure that any relevant information/material is recorded in a durable and retrievable format. This could be in writing, saved on the file, computer disk or other storage device etc. (Health and Safety Executive, n.db). Information and material should be recorded at the time it is obtained or soon as it is practicable to do so. All information on the file needs to be labelled as used or unused material.

In relation to how long information can be retained; it must be retained until a decision is made to prosecute the person for an offence. If prosecution is going forward, all information will be retained until the accused is acquitted, convicted or prosecutor decides to not proceed with the case (Health and Safety Executive, n.db). Relating this to my case, I have carried out outstanding golden hour enquiries being the investigator of the case by checking for CCTV and conducting house to house enquiries. I have recorded any information relevant to the investigation. This would be circumstances of the incident on the OEL log entry and the statement from the victim also stored on the file and saved on my laptop.

Task 5

Personal Development Plan (PDP)

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 towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
Knowledge of Case Files (CPS advice, NGAP, GAP, red case, green case).	This will be achieved through my own workload once I start to pick up occurrences which are being progressed to CPS advice following interview and then waiting on CPS advice to see what type of file needs completing. This could also be achieved through being shown examples of colleague's case files and how they have	Members of my team can point me in the right direction and show me their case files to give me a better understanding what MG files are needed and how to structure certain MG forms. Sergeant could also put me in for a course which specifically focuses on case files which will give me some in depth knowledge on building a case file. Additionally, colleagues from other departments such as CID who focus more on case file building might be able to show me as well. I would be interested in any detachments that could aid me in developing my knowledge of case files.	I would like to achieve this over the next coming months before September. The issue is I have not had much exposure to case file building but hopefully, over the next few months more of my cases will be progressed and come to the stage when case files need to be prepared.
Managing Conflict	This will be achieved by exposing myself to more situations involving conflict. I can also research conflict	Members of my team can help give me advice about dealing with conflict situations. Additionally, a refresher in Officer Safety Training this	I would like to achieve this over the next few weeks/months. I cannot give a precise timescale as I cannot predict when the emergencies involving an element of conflict

	management models.	year would help as it has been around 8/9 months since my initial Officer Safety Training.	
Prioritising a high work load	This will be achieved with myself always having a look through my case load to make me aware of what crimes I have so I can prioritise which ones needs more attention and urgent work. This can also be achieved with working closely with colleagues to see if they can help show any advice they have for dealing with a high case load.	My sergeant can provide with support with this. He has already offered to go a 1 to1 and have a look at my case load and help me prioritise my work and see what can be finalised. Additionally, colleagues on my team have and can help me by having a look at my case load and seeing what can be sent for finalisation.	I am due to have a 1 to 1 with my sergeant next week when I am back in work. I will also ask if I can sit and watch a couple of my colleagues and see if they have any advice on how they deal with their workloads as mine is already higher than some on my colleagues on my team.

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.

Axenderrie, G., 2020. *Gwent Police launch domestic abuse campaign*. [online] Caerphilly Observer. Available at: <<https://caerphilly.observer/news/991115/gwent-police-launch-domestic-abuse-campaign/>> [Accessed 26 March 2022].

Berry, J., 2018. *Endorphins: Effects and how to boost them*. [online] Medical News Today. Available at: <<https://www.medicalnewstoday.com/articles/320839>> [Accessed 17 January 2022].

Blackpool Teaching Hospitals NHS. n.d. *Conflict Resolution Training Manual*. [online] Available at: <<https://www.bfwh.nhs.uk/onehr/wp-content/uploads/2016/02/Conflict-Resolution-workbook-2.pdf>> [Accessed 26 February 2022].

Bronitt, S. and Stenning, P., 2011. *Understanding discretion in modern policing*. [online] Griffith University. Available at: <https://research-repository.griffith.edu.au/bitstream/handle/10072/44249/76896_1.pdf?sequence> [Accessed 27 March 2022].

Cambridge Dictionary. n.d. *discretion*. [online] Available at: <<https://dictionary.cambridge.org/dictionary/english/discretion>> [Accessed 27 March 2022].

Cherry, K., 2020. *What Is Meditation?*. [online] Verywell Mind. Available at: <<https://www.verywellmind.com/what-is-meditation-2795927>> [Accessed 31 January 2022].

College of Policing. 2013a. *Police use of force*. [online] Available at: <<https://www.app.college.police.uk/app-content/public-order/core-principles-and-legislation/police-use-of-force/>> [Accessed 26 February 2022].

College of Policing. 2013b. *National Decision Model*. [online] Available at: <<https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/>> [Accessed 26 March 2022].

College of Policing. 2015. *Arrest and other positive approaches*. [online] Available at: <<https://www.app.college.police.uk/app-content/major-investigation-and-public-protection/domestic-abuse/arrest-and-other-positive-approaches/#:~:text=Police%20officers%20have%20a%20duty%20to%20take%20positive,the%20decision%20not%20to%20arrest%20in%20those%20circumstances.>> [Accessed 26 March 2022].

College of Policing. 2016. *Competency and Values Framework for policing*. [online] Available at: <<https://www.policeprofessional.com/wp-content/uploads/2020/11/Competency-and-Values-Framework-for-Policing.pdf>> [Accessed 27 March 2022].

College of Policing. 2020. *Conflict Management Skills*. [online] Available at: <<https://www.college.police.uk/guidance/conflict-management/conflict-management-skills>> [Accessed 26 February 2022].

College of Policing. 2022. *Competency and Values - College of Policing*. [online] Available at: <<https://profdev.college.police.uk/competency-values/>> [Accessed 25 March 2022].

College of Policing. n.d. *Police Constable*. [online] Available at: <<https://profdev.college.police.uk/professional-profile/police-constable/>> [Accessed 9 February 2022].

Collins Dictionary. n.d. *Definition of "conflict"*. [online] Available at: <<https://www.collinsdictionary.com/dictionary/english/conflict>> [Accessed 9 February 2022].

Criminal Law Act 1967, c58. Available at: Criminal Law Act 1967 (legislation.gov.uk) (Accessed: 26/03/2022)

Connectgwent. n.d. *Connect Gwent*. [online] Available at: <<https://connectgwent.org.uk/>> [Accessed 23 March 2022].

Cunic, A., 2010. *What is Active Listening?*. [online] Verywell Mind. Available at: <<https://www.verywellmind.com/what-is-active-listening-3024343>> [Accessed 17 February 2022].

Dada, T., Mittal, D., Mohanty, K., Faiq, M., Bhat, M., Yadav, R., Sihota, R., Sidhu, T., Velpandian, T., Kalaivani, M., Pandey, R., Gao, Y., Sabel, B. and Dada, R., 2018. *Mindfulness Meditation Reduces Intraocular Pressure, Lowers Stress Biomarkers and Modulates Gene Expression in Glaucoma*. *Journal of Glaucoma*, [online] 27(12), pp.1061-1067. Available at: <<https://www.ingentaconnect.com/content/wk/jglau/2018/00000027/00000012/art00011>> [Accessed 31 January 2022].

Elkin, M., 2019. *Domestic abuse and the criminal justice system, England and Wales - Office for National Statistics*. [online] Ons.gov.uk. Available at: <<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/domesticabuseandthecriminaljusticesystemenglandandwales/november2019>> [Accessed 26 March 2022].

Elkin, M., 2021. *Domestic abuse prevalence and trends, England and Wales - Office for National Statistics*. [online] Ons.gov.uk. Available at: <<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/domesticabuseprevalenceandtrendsenglandandwales/yearendingmarch2021>> [Accessed 26 March 2022].

GOV.UK. 2021a. *A duty to protect: Police use of protective measures in cases involving violence against women and girls*. [online] Available at: <<https://www.gov.uk/government/publications/police-use-of-protective-measures-in-cases-of-violence-against-women-and-girls/a-duty-to-protect-police-use-of-protective-measures-in-cases-involving-violence-against-women-and-girls>> (Accessed 2 March 2022).

GOV.UK. 2021b. *Code of Practice for Victims of Crime in England and Wales (Victim's Code)*. [online] Available at: <<https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crime/code-of-practice-for-victims-of-crime-in-england-and-wales>>

victims-code#right-2-to-have-the-details-of-the-crime-recorded-without-unjustified-delay> [Accessed 17 March 2022].

Health and Safety Executive. n.da. *Key requirements of the CPIA - Pre-Trial - Enforcement Guide (England & Wales)*. [online] Available at: <<https://www.hse.gov.uk/enforce/enforcementguide/pretrial/after-key.htm>> [Accessed 1 April 2022].

Health and Safety Executive. n.db. *Investigations and relevant material - Pre-Trial - Enforcement Guide (England & Wales)*. [online] Available at: <<https://www.hse.gov.uk/enforce/enforcementguide/pretrial/after-investigations.htm>> [Accessed 1 April 2022].

Holland, K., 2020. *Runner's High: What It Is, How You Get It, and Other Benefits*. [online] Healthline. Available at: <<https://www.healthline.com/health/runners-high>> [Accessed 17 January 2022].

Humberside Police. n.d. *Use of force* | Humberside Police. [online] Available at: <<https://www.humberside.police.uk/useofforce#:~:text=Officers%20record%20all%20use%20of%20force%2C%20whilst%20not,end%2C%20a%20threat%20or%20use%20of%20lethal%20force>> [Accessed 26 February 2022].

Laurence, E., 2018. *Endorphins and exercise: How intense does a workout have to be for the “high” to kick in?*. [online] Well+Good. Available at: <<https://www.wellandgood.com/endorphins-and-exercise/>> [Accessed 17 January 2022].

Human Rights Act 1998 c.42. Available at: Human Rights Act 1998 (legislation.gov.uk) (Accessed: 03/04/2022)

Katz, L., 2020. *Open-Ended Questions vs. Closed: 30 Examples & Comparisons*. [online] ClearVoice Blog. Available at: <<https://www.clearvoice.com/blog/open-ended-questions-vs-closed-questions/>> [Accessed 31 March 2022].

Legg, T., 2017. *Exercise, Depression, and the Brain*. [online] Healthline. Available at: <<https://www.healthline.com/health/depression/exercise>> [Accessed 31 January 2022].

Macmillan Cancer Support. n.d. *Resilience*. [online] Available at: <<https://www.macmillan.org.uk/coronavirus/healthcare-professionals/wellbeing/resilience>> [Accessed 17 January 2022].

Mental Health Foundation. 2021. *Stress*. [online] Available at: <<https://www.mentalhealth.org.uk/a-to-z/s/stress>> [Accessed 17 January 2022].

Mind, 2017. *How to Manage Stress*. [online] Mind. Available at: <<https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/what-is-stress/>> [Accessed 17 January 2022].

Mindtools. n.d. *Betari Box: Linking Attitude and Behavior*. [online] Available at: <https://www.mindtools.com/pages/article/newCS_82.htm#:~:text=The%20Betari%20Box%20illustrates%20how,and%20therefore%20break%20the%20cycle.> [Accessed 26 February 2022].

- Mulder, P., 2018. *Betari Box theory*. [online] toolshero. Available at: <<https://www.toolshero.com/communication-skills/betari-box-theory/>> [Accessed 31 March 2022].
- NHS. n.d. *Stress - Every Mind Matters*. [online] Available at: <<https://www.nhs.uk/every-mind-matters/mental-health-issues/stress/>> [Accessed 17 January 2022].
- Oman, D., Shapiro, S., Thoresen, C., Plante, T. and Flinders, T., 2008. Meditation Lowers Stress and Supports Forgiveness Among College Students: A Randomized Controlled Trial. *Journal of American College Health*, 56(5), pp.569-578.
- Police and Criminal Evidence Act 1984* c.60. Available at: Police and Criminal Evidence Act 1984 (legislation.gov.uk) (Accessed: 26/03/2022)
- Psychology Today. n.d. *Bias*. [online] Available at: <<https://www.psychologytoday.com/us/basics/bias>> [Accessed 27 March 2022].
- Sharma, M. and Rush, S., 2014. Mindfulness-Based Stress Reduction as a Stress Management Intervention for Healthy Individuals. *Journal of Evidence-Based Complementary & Alternative Medicine*, [online] 19(4), pp.271-286. Available at: <<https://journals.sagepub.com/doi/full/10.1177/2156587214543143>> [Accessed 31 January 2022].
- Shaw, D., 2019. *PTSD 'at crisis levels' among police officers*. [online] BBC News. Available at: <<https://www.bbc.co.uk/news/uk-48201088>> [Accessed 17 January 2022].
- Sin, N., Wen, J., Klaiber, P., Buxton, O. and Almeida, D., 2020. Sleep duration and affective reactivity to stressors and positive events in daily life. *Health Psychology*, [online] 39(12), pp.1078-1088. Available at: <<https://doi.apa.org/doiLanding?doi=10.1037%2Fhea0001033>> [Accessed 31 January 2022].
- Stripe, N., 2020a. *Domestic abuse prevalence and trends, England and Wales - Office for National Statistics*. [online] Office of National Statistics. Available at: <<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/domesticabuseprevalenceandtrendsenglandandwales/yearendingmarch2020>> [Accessed 31 March 2022].
- Stripe, N., 2020b. *Domestic abuse victim characteristics, England and Wales - Office for National Statistics*. [online] Office of National Statistics. Available at: <<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/domesticabusevictimcharacteristicsenglandandwales/yearendingmarch2020>> [Accessed 31 March 2022].
- University of Cambridge. n.d. *Police workforce: almost one in five suffer with a form of PTSD*. [online] Available at: <<https://www.cam.ac.uk/policeptsd>> [Accessed 17 January 2022].

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it 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: Hugh Michael Bradford (Learner, Electronic signature or type name)

Date: 25/03/2022