

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.

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:

There are many coping strategies that can be applied to help develop resilience and minimise stress. An essential part of the Police Constable role is being able to develop individual resilience, this can help to mitigate negative effects on mental health, job dissatisfaction, absenteeism, intentions to leave and disengagement (Sood et al., 2011). Peer support and work-life balance are two strategies that I found particularly useful in my first initial 6 months of learning.

Peer support is an essential way of dealing with occupational stress and sustaining resilience in the workplace (Agarwal, Brooks and Greenberg, 2019, p.57). During my first six months of learning, myself and my colleagues set up a revision club to deal with the stresses of exam pressures and create coping strategies together. We spoke collectively as a group on regular weekly occasions, allowing us to share ideas and troubles, both to do with the job and our personal lives. Hancock and Page (2013), suggest that most of the support that is offered within organisations and institutions (such as the police), often comes from colleagues and managers. They can decrease feelings of perceived work overload and occupational stresses. I found this to be particularly true and acting as my class representative I was able to build a good rapport with other training police constables, training staff and university staff. These relationships made me feel as if I knew there were many routes of support, that I could access if needed. Being a student representative helped me and, in turn, helped my colleagues from feeling under pressure and burdened. Most of the stresses that I felt during my 6-month initial training phase were to do with exam pressures, as it had been around 7 years since I last completed any academic study and/or exams and I also have dyslexia.

According to the college of policing, "Peer support helps improve police operations and the whole force by developing an enhanced understanding of issues through peer discussion and challenge" (College of Policing, 2022). Peer support enables people to feel included, helps to promote diversity and creates a shared responsibility on the topic in hand. I found that via revising collectively, and sharing our concerns, made the stresses from exams a shared experience, whilst I know we were all responsible for our own grades it made the burden of revision more bearable. To reduce stress, the revision group that I was a part of created a revision workbook where each of us completed a section on a topic from the exam. Once this was completed, we individually revised and then quizzed each other on the content. If someone was answering a question, we were able to discuss, problem-solve

and guide them to the correct answer. This helped to build the confidence of each learner, I particularly think this helped to make me a more resilient worker as I was able to learn from any mistakes from people who were in the same position as myself, there was no competition or superiority between us only mutual respect. Resilience is made from the remnants of bad decisions, mistakes, and failures, therefore being able to deal with mistakes is an important move from the classroom and into a career (Ferris, 2012). In policing, learning to have resilience in the probation phase and beyond is essential, as it means you have learnt the skill to have confidence in admitting when you are wrong/made a mistake. It helps you to then look at problem-solving and mutually agreeing how you can come up with a solution. These are key values in Gwent Police.

In addition to peer support, I found creating a steady work life balance helped to reduce my stress. It can be difficult to create a work-life balance, however if it is achieved it can make a much happier, more productive and engaged worker (The Happiness Index, 2022). On average a person working 35 hours a week will spend 84,365 hours of their lifetime in work (Understanding ModernGov, 2020), therefore it can be difficult to achieve a positive work-life balance particularly in a fast paced, unpredictable and everchanging job such as a police officer. There is much pressure to achieve great results in work and this can spill out into your personal life, e.g., thinking about a case when not in work, or completing paperwork when off duty, worrying about whether you acted appropriately with a suspect.

When starting my initial six months of training, I had a five-month-old baby at home. For that reason, I knew that it was crucial to create balance with my work and home-life. Ways in which I did this was to ensure that on my rest days I had pre-made plans, so that when working I had something to look forward to. Equally when not working, I had something to take my mind off any work stresses. This meant that the time I had with my family was more enjoyable and stress free. In my opinion, being able to switch off from work burdens when at home meant I was able to be more productive and focused when in work. I knew that during my working hours I wanted to be as productive as possible to reduce any unnecessary work-related stress during my personal time. This has helped me to build resilience as I know that I must perform in work to fully enjoy and relax when off duty.

To conclude, although there are many strategies to develop resilience and minimise stress, I believe that peer support and work-life balance are crucial for the longevity of a happy work force. For me personally, working as part of a team and collectively with different members of police staff is essential. I am a very sociable person and find that working with others increases my initiative, enthusiasm and drives me to achieve. As well as this, ensuring that work stresses do not affect my family dynamic is vitally important. If this was jeopardised, I know that I would underperform in work and feel distracted, this would also cause me stress.

Word count: 1,008

Task 2

Relevant areas of the National Policing Curriculum:

Communication Skills, Managing Conflict, Valuing Difference and Inclusion

You must choose **a policing incident involving conflict** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Review the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

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

ANSWER:

A conflict can arise whenever an individual or group of people hold differing values, opinions, needs and/or interests and are unable to resolve these differences. It is essential to note that no two individuals have the same thought process, and this can lead to disagreements, fights, and conflicts (Management Study Guide, 2022). As a police officer it is essential that I can diffuse conflict between the public and police and without force if possible (College of Policing, 2022). There are many ways that a police constable can successfully reduce the incidence of violent conflicts and by applying things like the National Decision-Making Model (NDM) to situations prior to, during and after calls is essential. This model has safeguarding and public protection at its heart, it also strictly follows the Police Code of Ethics (Police Professional, 2022). Therefore, during this task I am going to discuss an incident where I experienced conflict, how I overcame this and what steps I took in doing so. A key element of being a police officer is being a reflective practitioner, being able to evaluate an incident, how it happened and how to improve for future incidences. To aid me in doing so, I will use the Gibbs model of reflection throughout.

The Gibbs' model for Reflective practice was developed by Graham Gibbs in 1988, to give structure to learning from incidents experienced. It covers six key areas which are the descriptive nature of the incident, what are your thoughts and feelings about the incident

and then evaluating the incident. Once you have done this you then analyse and try to understand why and what happened. Finally, you move onto the conclusion and an action plan for how you would likely best deal with a similar incident in the future (University of Edinburgh, 2011).

The incident I'm going to be reflecting on includes the following law and legislation, Section 1 of the police and criminal evidence act, PACE 1984 which allows police constables to conduct a stop and search if they have reasonable grounds to believe they may find any of the following stolen or prohibited article also pointed and bladed included, it does include prohibited fireworks too. This power is covered under PACE guidance with code A allowing for the statutory power for stop and search (College of Policing, 2022).

During the incident the male was arrested for possession of a controlled substance which is covered under the misuse of drugs act 1971 (DrugsWise, 2021). In line with the police and criminal evidence act PACE 1984 the guidance code G is the statutory power of arrest bestowed on police constables this is only to be used when there is no other alternative appropriate, as doing so without may pose a risk to the person in question human rights with the right to liberty as outlined in the human rights act 1998 (Inbrief, 2022)

Upon commencing my joint patrol period, I was called to attend an emergency graded call via force control room, and they passed reports of an unknown male acting suspicious and possibly drilling in a communal shed. Before arriving at the incident and in line with the first stage of the national decision-making cycle, I liaised with the force control to ascertain further details from the reporting person. They further described him as an eastern European male, wearing all black.

On arrival at the scene, I was presented with a male stood directly outside a block of flats and near an open shed at the front of the premises. The subject had his back to me and was carrying 2 plastic carrier bags. I made myself known to the subject by announcing my presence. The male in question turned around to face me, he looked agitated and appeared to me to be under the influence of either drugs or alcohol, possibly both. I could tell that the male was agitated due to his body language and blunt response to my presence, continuing with the NDM I proceed to assess the threat and what risk could be present to me, my colleagues, and the subject.

My thought process for a working strategy was to try to build a rapport with the male, I used the Betari's Box Model during verbal communication. This is the idea that my attitude as a Police Constable will influence the behaviour and attitude of the person under investigation. Therefore, I actively listened to the male in question and showed an interest in what he claimed to have been doing (which was gardening for his nan), I made sure I kept constant eye contact to show I valued his responses to my questioning. As well as this, English was the subject's additional language, so I made sure I gave the appropriate amount of time for him to process and respond. Although I feel that I showed the subject respect and dignity, due to the nature and time of the call I found it difficult to stay neutral as his answers and presence at this location seemed unrealistic. He was also unable to give the correct details, making him appear to be lying (e.g., he could not state his grandmothers name or address).

Due to the time of this call (3:00am), the subject's behaviour and lack of truthful details given seemed suspicious. As a result, I knocked the door of the male's supposed grandmother and

another unknown male answered and stated that this male had no affiliation with the address but is well known to the police. He then provided the male in questions real details. It was at this point that the suspect tried to escape from myself and colleagues. I was fortunate as I had several colleagues with me, who were able to take control of the subject preventing him from escaping. It was at this point he continued to try to evade us but was placed into handcuffs for his safety and ours. Throughout this event I continued to remain calm and tried to communicate to him why we were undertaking these actions. Upon reflection I feel I should have been closer to prevent this attempt to escape from occurring.

He continued to present with behaviour that was aggressive in nature, it was at this point two of my other colleagues assist with detaining the male so I could conduct a stop and search. Whilst conducting the search I felt uneasy due to having to put myself in a vulnerable position to carry out the search on the lower part of his body, but I knew that my colleagues were on hand to support me if needed further. There was a mutual understanding and trust felt between me and them during this procedure. It was at this point during the search I found a small bag of white powder concealed in the inner line of the subject's pocket. I was going through the National Decision-making process in my head to consider the correct power for arrest and following the correct policy in conducting a stop and search. Then I continued with the search, the subject also had a wooden handled spade hidden in his trouser leg this was also seized as I left with the male, it could have been used as a weapon. This is in keeping with minimising the risk of harm to himself or others.

The action was taken that the subject was arrested for possession of a controlled substance and was conveyed to police custody, whereby his detention was lawfully confirmed. I feel that this was the correct outcome for the incident due to the way the male was presenting, providing false details and being in the possession of a controlled substance. Reflecting on the incident the positives are it was a successful stop and search due to finding the controlled substance, my colleagues and I worked excellently as a team during an incident that could have escalated if it was not managed. However, I feel for a future incident of similar nature I would try to ascertain the subjects details quicker or in this instance knock the door of the claimed affiliated person immediately. I hesitated to do so due to the time of day and my concern that if the subject's grandmother really did live at this location, she may have been frightened having police officers knock her door in the early hours of the morning.

To conclude, I have learnt the importance of how to deal with a policing incident involving conflict and that you must considered all alternative options before having to use force. Also, by using the National Decision-Making model NDM before, during and after the incident gives you the best possible outcome with the least risk of harm for all involved. Furthermore, by implementing the Gibbs model of reflection during this process encouraged me to become a more efficient reflective practitioner, which overall will have a positive outcome on myself and others around me.

Word count: 1487

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:

Fundamentally the aim of the criminal justice system (CJS) is to ensure justice for all by achieving convictions and punishing those who are guilty. It proceeds to want to reduce the reoffending of criminals, whilst having vulnerable persons and their protection at its core. Another of its key focuses is to detect crime and bring those who are committing it to justice by ways such as custodial punishment, community services and fines (The National Archives, 2022). Throughout my career as a Police Officer I will be responsible for gathering materials on victims, service users and offenders in order to build a bigger picture on an incident (College of Policing, 2022). These materials must be collated in a way that is just, inclusive, and honest. During my joint patrol tutorship, I have already encountered many incidents, the one that I will be reflecting on during this task has many components to take into consideration including the subject's age, disability, nature of the alleged offence as this could have had a wider effect on the community.

The incident involves several juvenile girls and threats to kill with a firearm via the social media platform snapchat. To aid my reflection, I am going to use the Driscoll's What Model of reflection. This involves three key points; in the first instance a description of the situation must be set out. Secondly, the 'so what' element must be considered. Put basically, this

means what was learnt from this situation. The final stage covers 'now what', this is the reflection stage on what actions can be taken in the future for example, can behaviours or different information be gathered, do we try to implement something different or continue with the same course of action (Borton,1970).

In summary, the basic description of this incident includes the arrest of a young female for threats to kill and malicious communications. This included the Offences against the People Act 1886. It states that no person without having lawful authority should make a threat to kill another, be that in person or in this case via social media (Crown and database right). It also involved me conducting a section 32 police and criminal evidence act 1988 PACE premises search, which allows police constables to search any property, which is owned or controlled by the person under arrest, for an indictable offence if there are reasonable grounds to believe that there could be any evidence linked to that offence in any way for purpose (Revision World Networks Ltd, 2022). Malicious communications Act 1988 states that a person sends a message be it via a text message, social media post or letter to another containing a threat, a message that is offensive in nature or information that is false can be found guilty of this offence (JWM Solicitors LLP, 2022).

During the search at the property, I was tasked with trying to uncover a black handgun. No handgun was discovered, therefore this continued to be investigated via other officers to find other subjects at a separate address, involved in this incident. This young female cooperated with officers during her arrest and the search. I believe that positive face-to-face communication had a lot to do with this. By using open questions, allowing enough processing time, using eye contact and a non-threatening stance all helped to build up trust and understanding between us (College of Policing, 2022). The young juvenile seemed genuinely ashamed of her actions and wanted to cooperate with investigations. On reflection, I strongly believe that when a member of public cooperates with the police it creates a positive cohesion and impacts the demeanour of the police officers. However, this could be deemed as a weakness as all under investigation should be treated in the same manner and without bias or preferential treatment. This links to the ideas expressed in Betari's Box about attitudes and how the influence behaviour (Emeralds Works Limited, 2022).

A key tool that I used throughout this incident was the National Decision-Making Model (NDM). This encourages me to act using the most relevant and up to date information and any intelligence. Due to the nature of this decision-making cycle, all components must be reviewed throughout, which is key during a dynamic situation (Law Enforcement Learning, 2022). The reporting person for this incident did want the female arrested, but also due to her age did not want this offence to have a negative effect on her criminal record. Using the NDM I decided to think of all possible options and contingencies available to this incident. In order not to criminalise this young female (as requested by reporting person).

Upon arrival at the female's address information was passed that she lives with her grandfather and mother, the female in question was 14 years old and didn't have any previous involvement with the police. However, my colleague and I were still mindful that we were attending an address where there could possibly be a firearm. Prior to knocking the door and entering the premises I activated my body worn camera for safety, also to capture any

significant comments from the female during her arrest. The female's grandfather was extremely distressed that his granddaughter was being arrested for threats to kill, but I reassured him that she was going to be taken care of and I explained the process and next steps. My colleague then placed the female into the van ready for her to be conveyed to custody. I continued with the section 32 PACE search of her bedroom to try and locate the firearm, but with a negative search. Whilst I was conducting the search the female had relayed to my colleague that the firearm was being held at the other female's address, it was at this point and in line with the national decision-making model I immediately passed this information on to my other colleagues, who were attending another address. They could form what options and contingencies they would need to be aware of at that address, for example due to being passed information that a firearm should be at that address, would they need to consider having an armed response unit close by.

The female was conveyed to custody and whilst waiting to be booked in, I engaged with the female to try and keep her calm and explained about the next steps. Due to her being a juvenile and stating that she had dyslexia, she was deemed as a vulnerable person. Therefore, she was entitled to have an appropriate adult presented during her booking into custody, and for her interview. The role of an appropriate adult (AA) is to ensure that the police constable's that are interviewing stick to all relevant codes of practice, certifying their rights and effective participation in the process, and primarily safeguarding their welfare (National Appropriate Adult Network, 2018).

Taking advice from her appropriate adult the female exercised her right to free legal advice present during her interview. An essential part of my planning for the interview was being able to adapt my technique and communication style to be more suitable for her age. I felt like this was the right course of action to allow for myself and the female to continue with the good rapport we had built up over the course of the incident. During the interview the female was extremely apologetic about her actions and did not understand the severity of the offence threat to kill. Upon reflection of this and taking into consideration her age and neurological condition, perhaps her ability to process this before doing so had been impaired. She did show a genuine remorse for her actions.

On completion of the interview process it was agreed by all that a referral to the Youth Offenders Service (YOS) was the best outcome for all and keeping in at the forefront the victim's views. The aim for (YOS) is to help support young offenders, to decrease the likelihood of them offending again and to get them to engage with the young crime prevention programmes that are run within the local communities across the country (GOV.UK, 2022).

Referring to final stage of the Driscoll's What Model, I feel that going forward with similar incidents I would continue to try to build a positive rapport with the person who is the subject of the incident. I believe this improves the chance of a positive outcome overall. Additionally, in this circumstance the (AA) was the female's older sister, this allowed for the interviewing process to be carried out quicker but, reflecting on this, perhaps using somebody who has a personal connection to the subject of the crime isn't the best idea, even if it's the easier option. The problem with using a relative is that they may get defensive, aggressive or misguide the subject's answers. It would be more appropriate to use someone who has no bias or connection to the case.

Word count: 1480

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:

Police constables regularly have the duty of dealing with challenging and complex incidents that require great decision-making and problem solving. These decisions are frequently made during problematic and sometimes traumatic circumstances. Therefore, decisions can be made with haste, irrationally and without having all the information needed to make a fair judgement. To ensure that investigations are conducted in a way that gives the public confidence, steps must be taken to identify the needs of individuals and their ability to comply. Police Constables must also take careful considerations as to whether a person is vulnerable to successfully support the suspect's needs. By safeguarding the suspects needs and everyone involved, investigators of a suspected crime can ensure a quality investigation is carried out. This fully complies with the Criminal Procedure and Investigations Act 1996 (College of Policing, 2022). Additional to the use of CPIA, an essential tool for police constables is the National Decision-making Model (NDM). At its core is the code of ethics which were set out by the college of policing in 2014. The code of ethics is engrained into the values and standards that all police forces should obeyed to allow for continuity in our policing approach.

A policing incident in which I played a significant role with managing an offender, was when I attended an emergency graded call. It was a report of a male acting erratically and committing criminal damage inside the property which was shared accommodation. To aid me with reflecting on this incident, I am going to use the CARL framework of reflection, which consists of 4 key elements. Firstly, is the context, which in brief, is describing what happened during the incident, secondly what sort of actions were undertaken during, next what was the result/outcome of your actions and finally what has been learnt from this incident (The University of Edinburgh, 2022).

Using the first stage of the CARL framework, the brief description of this incident was a male acting erratically and committing criminal damage inside a shared accommodation property. The result of this incident was that the offender ended up being detain under section 136 of the mental health act. Legislation included within this incident is section 136 of the mental health act, this permits emergency powers to police officers to detain someone for their own safety and in need of immediate mental health assessment. Also included in this section is section 136C, which allows for police constables, if they have reasonable grounds, to believe the person may have concealed on their person something in which could be used to harm themselves or others (Hill Dickinson LLP, 2020). Additionally, in consideration for this incident was the Criminal Damage Act 1971, stating any person without having lawful authority to destroy or damage property belonging to themselves or another, or being reckless as to whether any property could be damaged or destroyed would be guilty of this offence (Crown and database right). During this incident many steps were taken to treat the offender with respect and dignity and as a police constable I have learnt many lessons, such as how to deal with this type of diversity.

On route to the address and in keeping with the first stage of the (NDM), I started by gathering information and intelligence. I received further information via the force control room from the reporting person (RP) that the erratic nature of the male was not his usual behaviour and that he had not been taking his medication for his mental health condition. He was concerned for his own safety and his flatmates. It was at this point I begin to formulate a plan with my colleagues on how best to approach this incident with the information and began developing a working strategy going forward. This is the second stage of the (NDM). Due to the nature of the call and the supposed erratic nature of the male, we agreed that a taser trained officer should enter first and due to being the only officer present that was not taser trained I would enter last to reduce risk to my colleagues, myself and anyone present in this location. On reflection, as I have not dealt with many mental health incidences, I initially felt unsure on how I would deal with the interaction with the offender, especially as his behaviour had been described as erratic. It felt as if we were walking into the unknown, however I knew that I must use compassion whilst also ensuring public protection.

Upon arrival at the RP address we were presented with a male sitting on the wall outside the property, he pointed to us to go upstairs. As we entered and went upstairs we made ourselves known by using clear and concise instruction, informing those present that we were police and to come out of the bedroom slowly. In response a male appeared from behind a door and stated to us he was the RP and flatmate of the suspect. He then revealed the suspect was sat on the wall outside the building. As a result, myself and my colleague went back outside to

Speak with the suspect, whose behaviour was escalating. He was repeating verbal's continuously and not making any sense.

Once the suspect was approached, I allowed him time to process the information I was delivering and kept reassuring him we were there to help. My aim was to not be confrontational or act in a way that the suspect may see as a threat. A key informal tactic I used was to try to 'calm' the suspect, for example I tried to listen to what he was 'babbling' and showed an interest by using eye contact and nodding. I asked questions to show I cared and that I wasn't dismissing his feelings. It can be difficult for police to show discretion when mental health is reported by a civilian. Often the RP will want action to be taken by the police and may not initially feel sympathy for the suspect. Therefore, it is essential to dissolve any potential conflicts between the police and suspect to give confidence to the RP (Psychiatry Online, 2022). Luckily, due to my calm and understanding manner, the suspect's behaviour did de-escalate enough for him to ask for a glass of water. I had genuine concern for this male's welfare, and it was clear to see that he was currently in a state of crisis, his behaviour continued to fluctuate between high and low. However, it got to the point where he became aggressive to my colleague, and we used our powers to detain the male. He was placed in handcuffs for his own safety and ours.

Whilst my colleagues stayed with the suspect, I re-entered the premises to speak with the RP. I could see the RP was visibly distressed by his flatmate's behaviour yet stated he did not wish to make a complaint regarding the damage caused, but only wanted for his flatmate to receive the medical help he needed. I explained to the RP that we would need to seek expert help regarding the male's behaviour, and it was at this point I contacted our force control room medical professional. I explained the situation and in keeping with the NDM we considered the powers and policies that were available to us. After consulting we identified that it was best for the suspect to be detained under section 136 of the mental health act and to be conveyed to a place of safety at the nearest mental health facility, even though the suspect had committed a criminal offence officers used discretion and decided it was the right decision to detain instead of arrest as his mental health impaired his cognitive ability.

Concluding and in line with the final stage of the CARL framework of reflection, I believe due to having a personal connection with mental health as my grandfather was living with Bipolar Disorder, I may have taken a softer approach to this male for a continued period due to personal experience. Therefore, in future, I must make a more unbiased approach with mental health incidences. On the contrary, it is essential to be able to show empathy and compassion for victims, offenders, and suspects whilst also remembering your position of power and the importance of safeguarding the public and my colleagues. By doing this it is in line with the policing principles set out within the policing code of ethics and is at the heart of the NDM.

A key learning point for myself from this incident was that although I did receive mental health training during my initial 6-month training period, putting theory into practice is harder than expected. I feel that learning from this experience will only enhance my performance for future incidents. Furthermore, throughout this incident it shows that effectively using the NDM is a vital tool to use in a dynamic situation, as it allows for a quicker and more defined decision-making process in a situation that could have potentially become dangerous.

Word count: 1,502

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Task 5

Personal Development Plan (PDP) / Learning Plan.

As part of your reflective process, please use this table to aid you in identifying the next steps for development. This is equivalent to 500 words. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
<u>Undertaking interviews & planning for them</u> I believe that an area that I wish to further develop is interviewing. Due to the nature of what they are, so many different outcomes can occur whilst interviewing and it's important to take into consideration all these factors. Interviewing is a key tool police officers use to achieve a successful outcome in the case.	To achieve this, I plan to continue observing more experience officers whenever possible during their interviews and learning from how they prepare collating all the correct information and developing a working strategy for their interviews. Another key tool I am going to practise is looking back over prior interviews I've conducted to see, what I did well, what worked but, also what could be improved. I plan to undertake an attachment with the Criminal Investigation Department (CID) as they are specialist in interviewing	Firstly, having the support of peers allowing me to be a part of their process of interviewing will be a key element for my development and allowing for them to give me positive constructive feedback when I undertake an interview. Secondly having the support from my sergeant to release me for an attachment with CID to further my knowledge. Finally, I can provide myself with support by making sure I'm fully prepared, putting the effort in to coming up with good interview plans and having the confidence in my ability to carry them out.	The timeline I would like to complete the following is 9 months, I have confidence that in that timeframe I would have had ample opportunity to improve on my interviewing technique.

<u>Case files</u> Another area I have identified I would like to develop is building case files to be sent to crown prosecution service (CPS).	To achieve this, I plan to ask to be booked onto a case file management course which will show me the correct produces that need to be followed, what content is needed in them, and also what it not needed. I will also liaise with the case file team for further guidance is a valid consideration.	The learning and development section of the force can support me with applying to access the case file training sessions with authorisation of my line manager. Being supported to do so will have a positive effect on my development.	The timeframe I hope to achieve these steps in is 6 months to allow for another course to be advertised.
<u>Taking statements</u> Finally, an area I wish to further develop is writing/taking statements as this is a key part of being a police constable and is used during almost every incident. It's important that when taking statements all vital parts of the information are collated and reviewed by the witness or reporting person before submission.	To achieve this goal, I plan to take up further opportunities from my colleagues to completed statements for them which will have a positive effect on them due to reducing their workload and gives me the opportunity to obtain my goal. I can also liaise with my colleagues to ascertain constructive feedback to ensure, my continued development.	My colleagues can provide me with support by allowing me to access previous statements they have completed so I can see how they've structured them, in doing so this will permit me to see best practice and learn from officer's who are more experience than myself.	The timeframe I hope to achieve this goal is within 3 months.

CONFIDENTIALITY and PLAGIARISM – Will be confirmed through Turnitin

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: T.BINGHAM VICK

Date: 02.06. 2022