

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: ANNALISE ESTELLE PARISI

**Learner's University Registration Number:
2031254**

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/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 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:

Resilience can be defined as “our ability to adapt and bounce back when things don't go as planned” (Mind Tools, 2021) it is how people are able to efficiently adapt to be able to confront the circumstance they face. The NHS defines stress as “the body's reaction to feeling threatened or under pressure” and note that it can motivate people to attain goals they are working towards (2021). The last 6 months of training have been challenging where I have had to explore different techniques to be able to complete tasks but they have opened up various opportunities to learn from which has helped me gain confidence, minimise stress and maintain resilience (HCPC, 2020).

Kobasa states that there are three main elements that are necessary to resilience: challenge, commitment and control (1982). The first is challenge, which is where I have adapted my mind-set and worked my way through different methods of how I can accomplish the task. I have never been good at revising and this was a vital part of the training, as it was required to pass the exams, so I tried different methods to learn legislations and theories where I was able to find out which technique worked for me. Other situations where I have faced challenges is in the role-plays as during my first one I was overrun by nerves and felt clueless. I realised that I has not done enough preparation beforehand and had used that as a learning point for the future role-plays where I found myself gaining confidence in each one, which helped minimise stress, as I knew how to prepare beforehand. The second element is commitment, and this is where the motivation a person has, has a major impact on what they decide to do and how they do it. I have great motivation to achieve my goals in life and am very committed to ensure that I will do what is necessary to achieve them. During this time stress was high and I used it as motivation to ensure that I achieved my goals; I have passed my exams, improved in the

role-plays and stayed behind in work to revise. Which brings me onto the third element; personal control, this is where I have focused my energy on situations that I have control over in life, such as arranging revision groups, preparing for role-plays, speaking to the trainers when I needed help or did not understand something. The situations where I had control over have empowered me and helped me build confidence to be able to achieve my goal.

Over all, the way I minimised stress and developed resilience using Kobasa's elements way through self-reflection and looking at the factors that were causing me stress and dealing with them one by one. These were factors that I had control over and that I could change alone, I had the help of my colleagues and trainers who would assess and give feedback on areas I need to develop and I would go and practise at home. In terms of revision, this is probably what caused the most stress for me throughout the training, as I needed to pass the exams in order to keep this job. My colleagues and I did many revision groups where we spoke about how we revised and what worked for us, giving each other tips on how to revise and did it together. Being able to talk and work with people who were in the same situation as me helped me deal with stress as we were able to empathise with each other and empower each other as we worked towards the same goal.

During the training, I have been able to develop my emotional resilience as I adapted how I dealt with pressure and stress throughout the course. This is another factor that I had personal control over. I understood that it was necessary to ensure that I deal and manage my emotional well-being as it can have a detrimental effect on myself and work life (Mind, 2021). I made sure to keep a balanced work and personal life that has helped me to focus my energy and manage my time effectively. Grant and Kinman state that emotional resilience is a vital quality that helps professionals transition positively to stressful situations they may face at work and helps them cope with emotional needs which together aid to enhance professional growth (2015). I have been able to manage stress by reflecting on what the circumstances were that caused it and being able to identify what I could improve on or what I needed to do to sort the situation.

Grant and Kinman's study highlighted four competencies that help students to build emotional resilience; reflective ability, emotional intelligence, social confidence and social support (2015). I have been able to reflect on my actions when doing role-plays and have been able to identify my strengths and limitations; this has allowed me to improve my self-awareness and problem solving skills and the use of my initiative. I believe that I have high

emotional intelligence in regards to being able to keep myself motivated even in stressful situations and being able to empathise with others. This has been demonstrated and enhanced throughout the course, as my colleagues have been through difficult situations and we have spoken about the problem and come up with solutions on how to approach it. I have also been able to speak to my colleagues about difficult situations I have been through and built strong working relationships with them. Social confidence has been a key factor since applying to become a police officer as assertiveness and communication skills are a major part of the role, and it is centrally focused around conflict resolution. I have been adapting the way I speak to people when doing the role-plays as it is not one voice that suits all situations. Social support has been a major factor in my resilience as I am lucky to be surrounded by a great network of family and friends who support me in life and I have not been isolating myself as have been able to balance my work and social life well which has helped reduce stress.

Emotional resilience and Grant and Kinman's competencies go well alongside Kobasa's elements, as it is about all the factors that I have control and power over. It is on me to reflect on what needs improvement and how to best deal with the situation that is causing stress. However, Grant and Kinman focus on a wider range of factors that help to deal with stress and develop resilience and it is more inclusive of other people. Kobasa's elements look at individual factors where stress and resilience can develop and creates a sort of method to help reflect on where the stress has come from.

The NHS have stated that there are numerous methods of minimising stress. The main method that I have used is splitting up big tasks (NHS, 2021), I set up a revision timetable and split it into exam 1 and exam 2, then broke each one down into subtitles of topics I had to learn. This allowed me to celebrate small achievements as I worked through my revision guide as I had an order to follow and was able to complete them one by one. This brings me onto other recommendations by the NHS (2021) which were to plan and allow positivity; I did this by reflecting back on what I did and considered what went well and using the revision timetable and guide.

The mental health foundation (2011) also state that getting restful sleep is essential in minimising stress, however this was not a method I used as I find it difficult to sleep and would often be up late revising for the upcoming exams. I think I would benefit from having had restful sleep as there are numerous benefits including "allowing our brains to

consolidate our memories and process information” (MHF, 2011) which would have positively affected me; however I was unable to do this and struggled to switch off.

All the theories and recommendations could be merged into one and all overlap each other in a sense as they include the same principles. The most effective way I have found to build resilience and minimise stress has been self-reflection, but this is not where I dwell on the negatives and fixate on what I did wrong, it's where I identify areas of improvement and find a way to improve next time (NHS, 2021., Kobasa, 1982., Grant & Kinman, 2015). Being able to talk to other people about stressful situations has helped me throughout the course, whether it be family, friends or colleagues, it has allowed me to be able to look at situations another way and clear my mind when I have struggled. Having a social support network is important as people will always need to be able to talk to someone otherwise I will end up burning out. (Grant & Kinman, 2015. NHS, 2021). Organisation, splitting up big tasks and self-praise have had a major impact on minimising stress and building resilience as these have been building blocks to successfully passing my course and exams. It enables me to have a structure to follow and balance work with my family life. During training I was not able to get 8 hours undisturbed sleep so this was not a method I used to build resilience or minimise stress, however, this is something I will be working on in the future.

Word count: 1592

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:

This essay will be reflecting on a domestic incident I attended where I will be using Gibbs Reflective Model (1988) throughout to explain and reflect the incident, followed with ethical principles and then Betari's box theory and the rational versus emotional brain theory to explore how the incident outcome could have been different. Since the pandemic started the Office for National Statistics have declared that, there was a 7% increase in domestic related offences recorded in March-June 2020, which means that the police are dealing with more calls of this nature (2022). Although the ONS (2022) state that, they cannot pin this increase on COVID-19; the Police and Crime Commissioner for Gwent, Jeff Cuthbert stated that, "We know that cases of rape, sexual violence and domestic abuse have increased during the Covid-19 pandemic". Which would indicate that as people have had to remain in their homes during lockdown there is an increase in domestic abuse due to the fact that the victims do not have an escape and had to adhere to lockdown rules to

stay at home (Welsh Government, 2021). Brown, the CPS lead for domestic abuse stated that “In the first quarter of 2020 - covering the first lockdown - domestic abuse accounted for 52% of our caseload” which again indicates the prevalence of domestic abuse and how often police officers have calls regarding abuse.

I went to an incident where a female had stated that her son assaulted her and caused criminal damage to her belongings. For the purpose of this essay, I will use pseudonym names, the suspect will be referred to as Earl, the victim will be referred to as Lexi and the brother of the suspect will be referred to as Mark. The offences identified in this occurrence were and S39 Common Assault contrary to the Criminal Justice Act 1988 as Earl allegedly unlawfully assaulted Lexi, which she stated had left bruising; and S1 Criminal Damage contrary to the Criminal Damage Act 1971 as Earl allegedly without lawful excuse damaged or destroyed the property belonging to Lexi. Earl was arrested under section 24, Code G of the Police and Criminal Evidence Act 1984. A section 32 search was carried out after the arrest of Earl to ensure he had nothing on himself that could cause harm to himself or others, no prohibited or sharply pointed or bladed articles. There are no cultural, ethnicity and language issues involved in this incident.

My tutor and I entered the premises where the suspect was located and there were several members of the family inside the home address. I explained why we were there and the family instantly became reactive to the accusations towards Earl, which made me feel quite anxious, as I did not know what reaction to expect and there were around eight of them and two of us. Therefore, I gave them the chance to speak, adapted my verbal communication to a more empathetic tone, and listened to their version of events. This relaxed the family as they could see that I was actively listening to them and making direct eye contact with them when they were speaking which made them feel like their views were being valued. To get a better understanding of the circumstances surrounding that incident I asked a mixture of open and closed questions to ensure that I received the answers I needed which led to the confirmation of the crimes that had been committed. The College of Policing (2022) state that these verbal and non-verbal communication skills are essential when dealing with conflict situations as they help to diffuse the situation and decrease the risk of escalation.

After the initial discussion, we were able to build a rapport with the family, which allowed us to gain their trust and respect; this allowed me to feel more at ease and that we had control of the situation. However, my tutor and I explained that we would have to arrest Earl due to the allegations made towards him, this is when Mark became

argumentative and adapted an aggressive stance whilst he spoke with his fists clenched and stated to us that Earl would not be leaving the house. In this instance, we used our situational awareness and covered both exits to the room in case Earl tried to escape and explained that we understand their version of events but due to the severity of the allegations made by Lexi, we would have to arrest him for assault and criminal damage. At this point Earl had then admitted to the allegations towards him but stated that the assault was in self-defence.

Throughout the incident, my tutor and I treated Earl and his family with respect and had no issues in relation to equality and diversity. I understood the emotional side of Mark who was angry and felt as though this was unjust towards Earl and he was within his rights to express his opinion in relation to Article 10 of the Human Rights Act 1998, as long as it did not escalate to physical violence or threats. We maintained a calm manner when addressing the brothers to ensure that the situation did not escalate; and when Mark had calmed down my tutor stayed with him whilst I asked Earl to follow me out of the room.

I decided that arresting Earl outside of the main room would prevent further distress to the family and would allow me to ensure that he understood everything I was saying to him, in relation to him being under arrest and cautioning him. In relation to the Code of ethics, I was objective, transparent and fair in this decision as my actions were based on evidence, I used my best professional judgement to complete my arrest and I treated Earl fairly (College of Policing, 2014). I spun the national decision making model in my head and decided that the use of force would not be required as the prisoner was being compliant (College of Policing, 2022). I was confident with my decision at the time but I did end up questioning myself in relation to whether it was the correct choice, this is when I looked back on impact factors and the offender profile (College of Policing 2022). I decided that due to the following factors; I was larger than the person was, he was compliant, had no weapons linked to him, no flags or criminal history and that I had a colleague with me, that we would not require use of force. In relation to the SWP Code of ethics, I was accountable for my decision not to use force, I used my integrity and I am able to explain my decisions and actions in this moment (College of Policing, 2014).

If officers were to have adopted an aggressive tone back with Mark when he started to react aggressively it is highly likely that this situation would have escalated further, where use of force were to have been required and possibly further arrests made (College of Policing, 2022). This is also due to the impact factors and profile of Mark being that he

was being active resistant, larger than I was and behaving in an aggressive manner. This is evident when looking at Betari's box theory, which is a continuous cycle of the attitude of one person affects their behaviour which affects another's attitude and that affects their behaviour and this cycle is repeated (MindTools, 2022). I was able to break out of the cycle, as I did not let Marks attitude or behaviour affect mine and I managed to remain calm and continued to engage with him and the rest of the family in an empathetic way but remained assertive. However, because my tutor and I stayed calm and decided not to get on the same aggression scale as Mark, we were able to revert him back to being calm and compliant with police actions and instructions. Betari's box theory can be applied positively to this as our behaviour and attitude stayed calm and empathetic which enabled us diffuse the conflict before it escalated. Instead of joining Mark's cycle of aggression, we were able to positively influence Mark with our behaviour and attitude, which subconsciously persuaded Mark to imitate us in relation to Betari's Box Theory (MindTools, 2022).

Another theory I looked at was the emotional versus rational brain theory (PEDIAA, 2015) where the concept is that humans tend to react to situations in one of two ways; emotionally where act on their feelings and rationally, where they act on thought. PEDIAA (2015) state that the emotional and rational brain are not a fixed attitude to people and that they tend to shift from emotional to rational or vice versa when they realise that they need to change their attitude. In the situation above, I observed that Mark was emotional as he started shouting, clenching his fists and made gestures, which indicated that he was angry and upset. It is evident that he was not thinking clearly and was overrun with emotions, which affected his ability to logically think before he acted. Mark later calmed down as he realised that his reaction needed to change in the situation, it was evident that he thought about what he was saying and how he portrayed himself and quickly made the decision to change his behaviour. This is known as the rational brain. Mark reasoned and thought logically about what actions he should take and stopped the emotional reaction before he acted in an emotional manner. PEDIAA (2015) state that to make a rational decision is to examine the most appropriate action to solve a problem or reach a goal. In this instance it was that his emotional outlet could have escalated to violence out of anger, but having spoken and listened to the officers he was able to rationalise his actions and behaviour.

We can also apply the emotional versus rational brain theory to the suspect himself, Earl. Earl was the complete opposite to Mark as he was able to think logically and rationally about how to react in this situation. Earl admitted the allegations towards him straightaway and at this point there were some emotions that came out as he started to

communicate with officers in an emotional manner but he listened to what the officers were explaining to him and he rapidly shifted to being rational again. Earl was able to adapt his response to the situation, as he understood that and becoming emotional in an erratic way would not be beneficial in this situation.

However, I as a part of my role and other police officers have to stay rational. I am present at an incident as an unbiased body whose aim is to protect life and property. Officers have to think logically and rationally about their actions rather than act based on emotions which could raise various problems with how incidents are dealt with, this is adhered to with the use of the National Decision Making model as officers, are accountable for all actions taken (College of Policing, 2022). If officers allowed the emotional brain response to be triggered it could possibly result in conflict situations escalating. This could have happened if the officers responded to Mark with their emotional brain as neither party would be considering the possible consequences.

Looking back at the incident, I am confident to say that the situation was handled in a professional manner and we were able to keep a large number of people under control throughout. The most effective tactic used throughout this situation was our communication skills as we were able to keep all the family members calm and made an arrest without the family reacting negatively. For future improvement, I believe that I need to come across with more confidence when being assertive and learning to become comfortable when it comes to these situations. This will be something I will improve whilst I am working and I will gain confidence when it comes to decision making and using my initiative. I need to continue going to incidents with an open mind and adhering South Wales Police core principles of ethics to ensure that everyone is treated fairly and equally and their human rights are maintained. I will be continuously developing my communication skills both verbally and non-verbally during my shifts and staying aware of how I portray myself through my body language. The National Decision Making model will always be applied when I go to incidents, carry out actions and investigate to ensure that my decisions are answerable and evidence based, my actions are backed up with evidence and I adhere to the powers and policies. I believe that this situation was handled really well and we were able to complete our investigation effectively. The Betari box theory and emotional versus rational brain theory have allowed me to explore how conflict can arise and be diffused in situations, as well as allowing me to understand why people react the way they do. It has emphasised the importance of the use of the National Decision Making model and verbal and non-verbal

communication when dealing with people who are filled with emotions as they do not rationalise their actions there and then. People need a chance to be able to reflect on their behaviour or attitude to enable them to rationalise, also, it is important for officers to remain unbiased and calm as it is highly likely that people will imitate their behaviour and mirror how the officer responds.

Word count: 2252

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:

In this essay, I will be reflecting on a domestic incident where a male was assaulted by his ex-partner. For the purposes of this essay, I will maintain confidentiality and anonymity by using pseudonym names, the suspect will be referred to as Eve and the victim will be referred to as Adam. The South Wales Police Domestic Abuse and Violence Policy has various objectives that staff must adhere to, to ensure that domestic incidents are dealt with to a high standard and prevent further harm. Some of these objectives include the protection of lives of those who are at risk of domestic abuse, ensure the perpetrators are held accountable and liaise with partner agencies to reduce or prevent further incidents and aid the victims (South Wales Police, 2021). When police attend domestic incidents, it is important to ensure that the victim has access and knowledge about the services available to them that can help them short term and long term. Mankind (2022) reports that “11% of male victims (7.2% women) have considered taking their life due to partner abuse” and during the pandemic have noted an increase in calls regarding suicide ideation. One of these services that offers help to domestic abuse victims is the Live Fear Free Helpline, which has a variety of information included on the website about

identifying, coping and reporting domestic abuse and different options to make contact to speak to advisors (Welsh Government, 2022). This incident does not involve any ethical, cultural or language issues.

The offences identified in this occurrence were and S39 Common Assault contrary to the Criminal Justice Act 1988 as Eve allegedly unlawfully assaulted Adam, which he stated had left no visible injuries. S1 Malicious Communications contrary to the Malicious Communications Act 1988 as Eve allegedly without lawful excuse sent electronic communications conveying a threat to Adam. S33 Disclosing or Threatening to Disclose Private Sexual Images with Intent to Cause Distress contrary to the Criminal Justice and Courts Act 2015 as Eve had been sending explicit photographs of Adam to his contacts. Eve was arrested under section 24, Code G of the Police and Criminal Evidence Act 1984. A section 32 search was carried out after the arrest of Eve to ensure she had nothing on herself that could cause harm to herself or others, no prohibited or sharply pointed or bladed articles.

I went to an incident, which had occurred earlier in the day where Adam went to visit his children at his ex-partners home address, as she will not let him see the children without her presence. There has been ongoing issues for the last several months regarding child contact. Also present was Eve's mother and grandmother who act as third parties to facilitate child contact. When Adam went to leave he was the victim of an unprovoked assault as Eve had slapped and punched Adam whilst he was saying goodbye to his children because he had his father's day mug in his hand. Adam had not sustained injuries from this incident and called 999 when he left the home address. When officers went to speak to Adam at his home address he received a call from Eve who was hysterical and screaming at him, he was worried thinking something had happened to the children but Eve then became abusive towards Adam on the phone and officers heard the context of the call. Adam had then stated that this was a regular occurrence from Eve.

I phoned Adam on his mobile phone and confirmed his location so that we could attend Adam's home address. Once we arrived my tutor and I spoke to Adam about the incident that had occurred earlier that day. I have dealt with Adam previously, which has allowed me to build a strong rapport with him, and enabled him to be completely honest with me about the circumstances and how it has affected him. Due to having gained Adam's confidence, he was able to trust that the police will provide him the help and support he needed. When I was speaking to Adam he was clearly upset as he was crying when trying to explain to me what had happened in the afternoon, I empathised with him

and kept taking short breaks for him to calm down and be able to continue explaining the incident. Adam had then received a phone call from Eve which resulted in Eve becoming abusive to him but Adam answered as he was worried it might be something regarding the children. Once Adam had explained the circumstances surrounding the assault we explained the process that would follow which included taking a statement from Adam, explained the court process, contacting witnesses to the incident to see if we could get a statement from them, house to house enquiries and CCTV.

I provided Adam with my contact details and the crime number and I advised Adam to visit the Live Fear Free website and provided him with the number for the helpline as I stated that they are available 24/7 to advise, guide and provide emotional support. Due to the nature of the incident, I offered Adam the opportunity to complete a victim personal statement which is an opportunity for him to express how the incident has affected his day-to-day life, looking at the emotional, social and physical factors which could be impacted. I also mentioned the ManKind website to Adam as it is for male victims of domestic abuse, which is confidential and has very useful and relevant information on the site. I found this to be an important point to make as Robinson and Segal state that “men are often reluctant to report abuse because they feel embarrassed, fear they won’t be believed, or are scared that their partner will take revenge” (2021) and if Adam was to go onto the website he could see domestic abuse survivor stories which he could potentially relate to and seek the support he needs.

Additionally, I advised Adam about the Victim Focus Referral that I could make and explained that it provides useful advice, emotional support, aids referrals to other relevant agencies and more (Swansea Council, 2019). Adam accepted the referral to be made so once I got back to the station I added the relevant victim codes to the occurrence and upon completing the Victim Needs Assessment which is a VU01, Adam was to receive an enhanced service under the Victim Code where I completed a Victim Focus referral on the VU02 (James, 2021). Adam was kept up to date with the investigation and was contacted either in person or via his mobile phone, these updates included the arrest of Eve and the bail of Eve, the updates were logged on VU03 on the OEL.

A Public Protection Notice needs to be submitted in every domestic incident as per South Wales Police force policy. I advised Adam about the Public Protection Notice and explained that it covers a broad range of domestic abuse, stalking, harassment and honour based abuse questions and that it is essentially a risk assessment which is

completely voluntary. Adam accepted it, so I completed the PPN with him, he also accepted to share the information with relevant partners and I updated the OEL with a C09 entry for the Public Protection Unit to review (James, 2021).

The Code of Practice for Victims of Crime in England and Wales includes 12 Victim's Rights which "sets out the minimum standard that organisations must provide victims of crime" (Ministry of Justice, 2020) and I have adhered to those that apply to Adam to ensure that he has been dealt with appropriately and professionally. I was able to understand Adam and he could understand what I was explaining to him, we had no communication or language barriers involved which is Right 1 and I obtained a statement from David when I met with him, and he did not require any additional support, which is Right 2 (Ministry of Justice, 2020). I provided Adam my officer details, mobile number, occurrence number and made the relevant referrals for him and provided him with contact numbers for helplines which comes under Right 3 and 4 (Ministry of Justice, 2020). Right 5 that deals with compensation was not applicable to this crime and there was no loss, damage or injury (Ministry of Justice, 2020). I kept Adam up to date with the investigation and advised him that he can have the investigation reviewed which is Right 6 and explained the Victim Personal Statement to him which he has produced – Right 7 (Ministry of Justice, 2020). The case has not gone to court, so Right 8 is not applicable at present, but if it was to go to court this is where I would meet Adam and explain to him the procedures in court. I would inform him of the time, date and location of hearings and the outcomes, also the help available before the trial (Ministry of Justice, 2020). Right 9 is where Adam will be informed of the case outcome and if the offender appeals and Right 10 is about having expenses paid and property returned however, the investigation is still ongoing, has not gone to court at present and no property has been seized. A VU04 entry has not been completed yet in the investigation, as it is ongoing, but once the investigation is complete I will be contacting Adam to explain to him the outcome of the investigation. Also informing him about his right to review and making a new Victim Personal Statement which comes under Right 11 of the Codes of Practice for Victims of Crime in England and Wales (Ministry of Justice, 2020). Finally, Right 12 is the right to make a complaint if Adam believed that his rights were not met on completion of the case (Ministry of Justice, 2020).

I contacted the witnesses to this incident being Eve's mother and grandmother who stated that they did not want to provide a statement as it involves their family and do not want to get involved in the criminal justice system, I respected their wishes and updated the OEL to state that they will not be providing a statement. I tasked NPT to conduct

house-to-house enquiries, which had a negative result, as neighbours did not witness anything relating to the incident. Adam was kept up to date with the progression of the case. Once Eve was arrested, interviewed and released on bail Adam was informed of the bail conditions and that further enquiries are to be carried out by officers and as soon as we have an update we will be in contact with him. We gave Adam safety advice again which included keeping his mobile phone charged and on him at all times, to keep his windows and doors locked and to call 101 if he has further concerns or 999 if Eve was to appear outside his address or any other emergency.

Throughout this investigation I remained professional in my manner of speaking to the victim and dealing with the case, I supported Adam to the best of my ability and ensured that the right referrals were made and he had access to helplines that could provide him with further specialist support and advice. I made objective decisions and acted fairly with the evidence I had obtained. I was consistent in my actions and explained my rationale for the decisions clearly in the OEL and when reporting back to my supervisor (College of Policing, 2014). I have been truthful and consistent in my communications with my colleagues and the victim, and I have maintained confidentiality appropriately. I expressed Adam's opinions clearly and accurately throughout the investigation through his statements. I have been open-minded and treated Adam equally by following the same procedures for domestic incidents and force policy. I actively listened to Adam's account and ensured that I portrayed his account as accurately as I could and his wishes to pursue a complaint.

I believe that I have followed all the correct procedures when it came to documenting my decisions and actions throughout this investigation, I applied all the correct OEL entries including the VU01, VU02, VU03, C08, C09 and BWV01. These have consisted of victim assessments, victim referrals, victim updates of the investigation, the investigators updates of the case, stating that a public protection notice had been submitted and that the initial account of Adam reporting the incident was captured on my body worn video as it is force policy to record all initial disclosures when dealing with domestic incidents. I actively advised Adam of the relevant agencies that could help him throughout this investigation and in the future and provided him with the relevant websites and phone numbers, as well as sending referrals myself to victim focus for Adam. I obtained a statement from Adam which explained a full and true account of the circumstances regarding the incident and offered him the opportunity to provide a victim

personal statement which would be about how this incident has affected his day-to-day life, which Adam was had completed willingly. I made sure that Adam was kept up to date with the investigation and notified him when we made progression, as the case is still ongoing this will be an ongoing process in the investigation. I explained clearly what the following steps would be in his case, involving the arrest of Eve, her being interviewed in relation to the allegations, what happens if this matter is to go to court. I also provided him the crime number and my details for him to be able to get in touch with me if he had further questions or concerns.

Word Count: 2278

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:

In this incident, I will be reflecting on an incident where a male had caused graffiti outside another person's house. Current trends have shown that there is a 1.3% decrease in crime reports regarding criminal damage and arson from 2020 to 2021 in England and Wales (Crime Rate, 2021). This could be due to lockdowns occurring and the opportunity for offenders to offend was dramatically decreased as police patrolled to ensure that the restrictions were being adhered to. According to the Office of National Statistics (ONS), graffiti was the fourth most common way of committing criminal damage in 2020, with breaking a wall or fence or other property in the garden being the most common and soiling in the shed or garden being the least common offence (2020). The Office of National Statistics (2020) also shows that people's perception of the incident is that the majority (80%) believe it to be a crime and the minority believe that criminal damage is something that happens (9%). This could suggest that some people do not see the severity of the crime and how it affects the victim whose property was damaged and the effect it has on the society in which the damage is caused.

For the purposes of this essay, I will maintain confidentiality and anonymity by using pseudonym names, the suspect will be referred to as Kyle and the victim will be referred to as Lola. There are no language barriers, communication difficulties or ethic issues involved in this incident and both parties are over 18 years old. The offences identified in this occurrence were and S1 Criminal Damage contrary to the Criminal Damage Act 1971 as Kyle allegedly without lawful excuse defaced the property belonging to Lola.

The national decision making model had 6 key elements including the code of ethics which sits in the centre of the model as it reinforces the principles and standards of behaviour that the police must adhere to when making any decisions (College of Policing, 2014). The first principle is gathering information and intelligence in this incident it included looking on the log to see what has been stated so far in relation to the report Lola was making, doing background checks on Lola and Kyle to see what their history involves. I also note questions I need to ask to clarify the circumstances surrounding the report and start to look at what the next steps will be.

The second principle is to assess the threat and risk, and develop a working strategy. This is where we look at the THRIVE risk assessment to assess how immediate the threat or risk of harm is and helps to identify what the next course of action will be. This is developing a working strategy, as when I look into the risk assessment I am able to perceive what the threat level is and how to best respond to the incident. The third principle is to consider powers and policy. In this incident, I was looking at vandalism that had occurred outside Lola's house, which was a large smiley face spray-painted directly outside her front door; I identified the crime being S1 Criminal Damage contrary to the Criminal Damage Act 1971. Then using the intelligence and information I gathered I am able to look at what powers may be required, if there are out of court disposals which could be used and if there are any local agencies that may be able to help the offender.

The fourth principle is to identify options and contingencies, this is where I am able to identify and chose how to deal with the incident with the least risk of harm. Upon speaking to Lola she stated that she did not want anything done and only wanted the male spoken to as she knew him and did not want him to get dragged into the Criminal Justice system at his age. I explained to Lola that we could give Kyle words of advice or we could go down the restorative justice process route if Kyle accepted the responsibility for his actions and we could ask him to apologise or come and clean the graffiti from the pavement. I understood that there were other alternatives that Kyle could have been faced with like fines but I believed RJ to be the best course of action for both Kyle and Lola. Lola

agreed to this and when officers spoke to Kyle he admitted to the graffiti and accepted responsibility, so I explained restorative justice process to him and that Lola would like him to go to the property and clean it off and he agreed. So I organised the time and date between both parties so that Kyle could go and clean it. This ties into the final principle which is to take action and review what happened. In this incident the decision was proportionate, legitimate, necessary and ethical and it was reasonable in regards to the circumstances surrounding the incident (College of Policing, 2014).

Additionally in the final principle we record what actions were taken on the occurrence on NICHE on both the C08 and the correct crime outcome code. In this I also stated that the victim was satisfied with police actions and if the result was what she wanted. I monitored the incident to see if Kyle had gone to the house and cleaned the graffiti off which he did and the final step of this is to review the incident as a whole and see what has been learnt and identify if anything could be done differently.

Discretion in policing takes into account the code of ethics and it can be defined as the professional judgement and action, which covers the accountability principle, or the as the authority to make decisions and chose the best course of action whilst having considered the alternatives, which cover the leadership and objectivity aspect (College of Policing, 2014). Due to Kyle being 18 years old with no previous involvement with the police I believed that restorative justice process would be an appropriate and proportionate outcome for the offence he committed. It prevented him from going through the criminal justice system but at the same time made him understand that there are consequences for his actions and Lola felt 'paid back' for what Kyle did to her.

The Crown Prosecution Service (2019) explain that the aims of restorative justice are to gain victim satisfaction which helps to reduce fear that the victim may be experiencing and receive compensation for what they have endured, this can either be done by actions or through payment. Restorative justice also aims to educate the perpetrator about their actions and the consequences that follow whilst giving them an opportunity to make reparation (CPS, 2019). The CPS also state that another aim of restorative justice is the "creation of community capital" which is to increase the public's confidence in the criminal justice system and to see that anti-social behaviour is being responded to (2019).

For Lola, she received her compensation in the form of having the graffiti cleaned off the pavement outside her home address as it restored it back to how it was and she did

not fear Kyle and his actions. Kyle was made aware that his actions had consequences and accepted the opportunity to make reparation with Lola for what he had done to her property by accepting the RJ. I believe that this restored or increased Lola's confidence in the police as she had seen that we acted on her report and offered her the restorative justice process which she did not know about before this incident.

Criminal Procedure and Investigations Act (1996) regulates investigatory procedures and the prosecution of criminal offences by ensuring investigators record, retain and reveal materials obtained in an investigation. It was introduced to ensure that investigations are conducted thoroughly and fairly, to prevent further miscarriages of justice, especially regarding disclosure in the investigations (Bryant and Bryant, 2021). CPIA (1996) defines a criminal investigation as "as investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence or whether a person charged with an offence is guilty of it". The investigation is to be carried out transparently and any actions taken must be accounted for, it's also important to keep the victim and suspect up to date with the investigation.

The act sets out the key roles in an investigation, for this investigation I was the officer in case and investigator, my tutor was an investigator and my Sargent was the supervising officer. My duties when I responded to the call was to get the initial account from Lola, gather any evidence at the scene and preserve it, conduct CCTV enquiries, house to house enquiries and write up a report on the incident and any other relevant information obtained. These process help to establish facts and ensure that all reasonable lines of enquiries are pursued whether they point towards the suspect or away and by having recorded the Modus Operandi it will help with predicting future offending, links between crimes and offenders and identify other crimes with the same MO (College of Policing, 2022). The CPIA (1996) also ensures that the investigatory actions are proportionate, necessary and justified in relation to the offence in question. In this investigation all the actions taken by myself and my tutor were proportionate, necessary and justified as we did not take actions that were not proportionate to the offence.

When it came to the decision making process, it is important to use all the information and intelligence gathered to make a decision that will be in the public's interest. It is important not to let unconscious bias impact the decision making process; unconscious bias is the process whereby associations are made without being consciously aware of the process (Hunter, 2021). Unconscious bias could completely navigate the outcome of an investigation as it could; impact which witnesses are believed to offer

relevant evidence and are chosen to give evidence, selecting which evidence to review and perhaps focusing on the evidence that implicates the subject or analysing evidence in a certain way which confirms the investigators preconceived belief about the incident (Ogletree Deakins, 2017). There is also a type of bias that is known as affinity bias, this is where we prefer people who are similar to us and we think of them as 'like me' (Ogletree Deakins, 2017). Additionally, the investigator may issue a more lenient outcome for a 'like me' offender or the most serious outcome available if the investigator is dealing with a 'like me' victim (Ogletree Deakins, 2017).

It is important in these situations to refer back to the code of ethics and behaviour standards as we are to be impartial and objective in investigations and we are to collect evidence that both negates and implicates the offender. The other principles that are important to remind yourself of when it comes to unconscious bias are that we as police officers have to treat people fairly and we use integrity. We cannot be bias towards victims or suspects as that can hinder the investigation, it is vital to identify when officers may be becoming bias in investigations and to take a step back and think about the actions taken and actions to be taken. Police officers are to keep an open mind and not be prejudice towards people or circumstances, which covers the authority, respect and courtesy behaviours (COP, 2014). In this sense, we have to treat everyone with respect and in line with the Human Rights Act 1998, no matter if they are the victim or subject and only use authority proportionately, lawfully and ethically. We also have to be "diligent in the exercise of our duties and responsibilities" which specifically points out to be aware of the influence that unconscious biases can have on decisions and actions (COP, 2014) which reiterates the importance of people understanding that unconscious bias occurs and it needs to be addressed as soon as possible.

During this investigation, I believe that I pursued all reasonable lines of enquiry and carried out the investigation proportionately, necessarily and justifiably. I did not let unconscious bias influence my decision-making or actions I took throughout the investigation and I made sure that I had recorded every relevant detail of the investigation. I used the national decision making model efficiently and was able to make justified decisions on how best to respond to the call and deal with both the victim and the offender. The whole process was based around the national decision making model as it lines out the relevant steps I need to take in investigations. I made sure i confirmed with the victim that she was happy to go ahead with the restorative justice process and I explained it to

her, then I explained the same process to the subject and he accepted the responsibility. The victim and public have seen that the police are taking positive actions towards anti-social behaviour and is boosting confidence in the public. I ensured that I acted in line with the policing principles and code of ethics and conducted the investigation transparently and I am able to account for my decisions. I believe that restorative justice was the best outcome for this incident as it empowered Lola and made her feel as though she had some control over what Kyle had done to her property and Kyle had the opportunity for reparation and was made aware that there are consequences to his behaviour.

Word count: 2260

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
Writing OEL updates.	I need to familiarise myself with the basic details that need to be put on an OEL update (C08). I have printed a template for what OEL's are needed for different crimes. I also need to start looking at other officers' updates to see what details I miss out.	My tutor and the rest of my team members. They are currently proof reading and ensuring all the information required in on the update.	Ongoing progression.
Confidence when talking to victims/offenders	I need to start taking the lead more often when we arrive at incidents. To do this I need to familiarise myself with the nature of the call beforehand and talk over the different possible outcomes.	I could talk to my team about different scenarios and circumstances where they have used out of court disposals, arrests, no further action and discretion. I can also look through the <i>Handbook for Policing Students</i> , <i>Blackstone's</i> as well as researching online.	Ongoing progression.
Maintain and develop understanding of	I will ensure that my training is up to date on the College of Policing website	N/A – I need to go on to COP website and undertake the courses.	January 2023 This would be an annual progression.

equality and diversity	and I can undertake extra training on COP including the Micro-Learn – Equality, Diversity and Inclusion – E&D Introduction/ Disability/ Gender reassignment. I will continue to treat people fairly, with dignity and respect.		
Maintain my skills and knowledge in Policing	This can be achieved by completing mandatory courses on COP website and undertaking extra courses on other approaches/ methods. I will continue to develop my skills and knowledge as I attend incidents. Looking through Blackstone's when it comes to using approaches that I have not dealt with yet.	N/A	Annually

Bibliography

Bryant R. and Bryant, S. (2021) *Blackstone's Handbook for Policing Students*. Edition 15. Oxford: Oxford University Press. Pp. 568 – 578.

College of Policing (2014) 'Code of Ethics', *College of Policing*. pp. 1-28. Available at: https://assets.college.police.uk/s3fs-public/2021-02/code_of_ethics.pdf (Accessed on: 02 February 2022).

College of Policing (2022) *Conflict Management Skills*. Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills> (Accessed on: 02 February 2022).

College of Policing. (2014) *National Decision Making Model*. Available at: <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/> (Accessed on: 07 March 2022).

College of Policing. (2022) *Investigations*. Available at: <https://www.app.college.police.uk/app-content/investigations/introduction/> (accessed on: 24 March 2022).

Crime Rate. (2021) *Criminal Damage and Arson in the UK*. Available at: <https://crimerate.co.uk/criminal-damage-arson> (Accessed on: 21 March 2022).

Criminal Procedure and Investigations Act 1996. Elizabeth II. *Chapter 25*. (1996) London: Stationary Office

Crown Prosecution Service. (2019) *Restorative Justice*. Available at: <https://www.cps.gov.uk/legal-guidance/restorative-justice> (Accessed on: 23 March 2022).

Criminal Damage Act 1971. Elizabeth II. *Chapter 65* (1971) London: Stationary Office.

Criminal Justice Act 1988. Elizabeth II. *Chapter 33* (1988) London: Stationary Office.

Criminal Justice and Courts Act 2015. Elizabeth II. *Chapter 2* (2015) London: Stationary Office.

Gibbs, G. (1988). *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Oxford Further Education Unit.

Grant, L and Kinman, G. (2015) 'Emotional Resilience in the Helping Professions and how it can be Enhanced' in *Health and Social Care Education*. 3(1): pp. 23-34.

HCPC (2020) *Developing Resilience*. Available at: hcpc-uk.org/covid-19/advice/applying-our-standards/developing-resilience. (Accessed on: 23 December 2021).

Human Rights Act 1998. Available at: <https://www.legislation.gov.uk/ukpga/1998/42/schedule/1/part/I/chapter/9> (Accessed on: 02 February 2022).

Hunter, T. (2021) *How to address unconscious bias in workplace investigations*. Available at: <https://www.worklogic.com.au/workplace-investigations/how-to-address-unconscious-bias-in-workplace-investigations/> (Accessed on: 24 March 2022).

James, J. (2021) *New Victim Update Codes*. Available at: <https://bob.swp-rest.police.int/sorce/beacon/dmd/210813/view/New%2BVictim%2BUpdate%2BCodes.docx> (Accessed on: 06 March 2022).

Kobasa, S. C. (1982). "Commitment and coping in stress resistance among lawyers" in *Journal of Personality and Social Psychology*. 42(4): pp. 707–717

Malicious Communications Act 1988. Elizabeth II. *Chapter 27* (1988) London: Stationary Office.

Mankind. (2022) *Statistics on Male Victims of Domestic Abuse*. Available at: <https://www.mankind.org.uk/statistics/statistics-on-male-victims-of-domestic-abuse/> (Accessed on: 27 February 2022).

Mental Health Foundation (2011). *Sleep Matters: The impact of sleep on health and well-being*. Available at: <https://www.mentalhealth.org.uk/publications/sleep-report> (Accessed on: 07 January 2022).

Mind. (2021) *How to manage stress*. Available at: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/developing-resilience/> (Accessed on: 23 December 2021).

Mind Tools, (2021) *Developing Resilience*. Available at: https://www.mindtools.com/pages/article/newCS_82.htm#:~:text=10%20Ways%20to%20Build%20Your%20Resilience.%201%20Learn,lesson%20in%20every%20situation.%20Also%20C%20...%20More%20items (Accessed on: 23 December 2021).

MindTools. (2022) *Betari Box*. Available at: https://www.mindtools.com/pages/article/newCS_82.htm (Accessed on: 17 January 2022).
Ministry of Justice. (2020) *Code of Practice for Victims of Crime in England and Wales*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936239/victims-code-2020.pdf (Accessed on: 07 March 2022).

NHS. (2021) *Feeling stressed?* Available at: <https://www.nhs.uk/every-mind-matters/mental-health-issues/stress/#what-is> (Accessed on: 27 December 2021).

Ogletree Deakins. (2017) *Is Your Investigator More Biased Than You Think? Part I: How Unconscious Bias Can Disrupt Your Workplace Investigations*. Available at: <https://ogletree.com/insights/is-your-investigator-more-biased-than-you-think-part-i-how-unconscious-bias-can-disrupt-your-workplace-investigations/#:~:text=Unconscious%20bias%20may%20play%20a%20role%20at%20the>

,to%20conduct%20an%20investigation%20in%20the%20first%20place. (Accessed on: 24 March 2022).

ONS (2022) '*Domestic abuse during the coronavirus (COVID-19) pandemic, England and Wales: November 2020*' Available at:

<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/domesticabuseduringthecoronaviruscovid19pandemicenglandandwales/november2020> (Accessed on: 17 January 2022).

PEDIAA (2015) *Difference Between Emotional and Rational*. Available at:

<https://pediaa.com/difference-between-emotional-and-rational/#:~:text=Rational%20and%20emotional%20are%20two%20traits%20that%20can,somewhat%20reserved%20when%20reacting%20to%20a%20certain%20situation.> (Accessed on: 04 February 2022).

Robinson, L. and Segal, J. (2021) *Domestic abuse: help for men who are being abused*. Available at: <https://www.helpguide.org/articles/abuse/help-for-men-who-are-being-abused.htm> (Accessed on: 07 March 2022).

South Wales Police. (2021) *Domestic Abuse and Violence Policy*. Available at:

<http://swpapp-web1.swp-rest.police.int/GuidanceAndProcedures/media/4860/domestic-abuse-policy-v36.pdf> (Accessed on: 27 February 2022).

Swansea Council. (2019) *Victim Focus South Wales*. Available at:

<https://archive.swansea.gov.uk/victimfocus> (Accessed on: 06 March 2022).

Welsh Government (2021) *Welsh Government and police forces unite to protect victims of domestic abuse and sexual violence this Christmas*. Available at: <https://gov.wales/welsh-government-and-police-forces-unite-protect-victims-domestic-abuse-and-sexual-violence> (Accessed on: 17 January 2022).

Welsh Government. (2022) *Live Fear Free Helpline*. Available at: <https://gov.wales/live-fear-free/domestic-abuse-wales> (Accessed on: 27 February 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: ANNALISE PARISI (Learner, Electronic signature or type name)

Date: 20/02/2022