

## **Graduate Diploma in Professional Police Practice**

### **LEVEL 6 - 40 Credits**

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

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

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**Learner's University Registration Number: 1920690**

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

**How is the workbook assessed?**

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

## Confidentiality

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

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

## NOTE

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

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

## Dyslexia and other special circumstances

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

## Guidance:

- Your workbook must contain the items specified in the table below (clearly identified and in the order given);
- You should use this particular document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf 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<br><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:

This essay will discuss the efficiency of coping strategies used during my initial six months of training as a Police Officer. To help facilitate this, I will be using Borton's (1970) model of reflection to structure my discussion on the use of exercise, socialisation, as well as challenging previously held beliefs. I will be focussing on the adaptation of these strategies during Covid-19, their efficiency, as well as their importance going forward in my career. Resilience can be stipulated as the ability to bounce back from adversity (Ledesma 2014). Whereas, stress may be defined as a concept that results from pressure, or as a response to noxious stimuli (Butler 1993). The ability to cope and build resilience involves investing in one's personal and interpersonal problems (Scott 2020) which is crucial to ensure effective practise. Ultimately, this essay will conclude that learning to adapt a positive mindset has been the most beneficial coping strategy due to the unprecedented and uncertain nature of the Covid-19 pandemic.

What?

During my initial training, I benefitted from three main coping strategies to build resilience and manage stress.

One of these coping strategies was exercise. Exercise is well-known for relieving stress and contributing to a positive mental wellbeing (Heart 2017). I try to maintain a regular exercise routine of attending the gym at least three times a week to build resilience. This routine was disrupted during the initial training period due to the government imposing lockdown on the 23<sup>rd</sup> March 2020 and closing gyms (Sky News 2020). I therefore had to adapt my routine and instead benefit from long outdoor walks, cycle rides within my locality and home workouts. This initially made me feel anxious and concerned due to exercise being an escape from stress and I was worried whether these alternatives would have positive effects.

Socialisation is another coping mechanism I used to minimise stress and develop resilience. Studies have shown that positive relationships predict more positive mental health, whether this is in the form of advice from a friend, or rather a reassuring conversation (Suttie 2017). This strategy was amended due to face-to-face interaction becoming prohibited during lockdown. This initially made me feel concerned due to living an hour away from home and not knowing when I was next going to see family and friends in person. I therefore had to take advantage of online social media platforms to video call with family members and friends. This helped to keep spirits high and build resilience by sharing

stories, concerns and bringing positivity (McKenna 2020). This method of communication was also conducted with colleagues on the initial training programme to build friendships and provide support.

The final, and the most effective strategy I used during the training period was developing a positive mindset. The science behind a positive mindset states that positive thinking can train our brains to be more positive. Scientists suggest adjusting your frame from “I cannot do this” to “this is difficult, but I can and will do this” is a great place to start (Kuo 2017). Using a positive mindset, I was able to overcome the concerns of not being able to learn and remember everything I needed, and instead reminisce on the times that I was under similar levels of stress whilst conducting university exams and assignments.

So what?

Due to Government restrictions, working from home became a normality. I initially found it difficult to transition into working from home and exercising at home, meaning that I was working later into the evenings than I should have been due to the inability to “switch off” from work (Hurd 2020). Thus, I found going outdoors to exercise allowed me to begin to distinguish between the working day and home life. Resilience was thereby formulated by letting go of the days stresses and clearing my mind. This was particularly necessary in the lead up to exams due to revision taking up the majority of my home life causing a stressful environment. Further, exercise has physical benefits to the immune system (Norwalk Hospital 2020). Thus, working on my physical health meant that my stress levels were lower about getting ill from Covid-19, which may have in turn have had an adverse effect on my training. Despite the positive effects of exercise, I often struggled with motivation and time, especially when workloads were high during exams. Motivation was not always an issue when exercise was undertaken with friends as this became something I looked forward to, rather than something that I viewed as a chore. However, this was not always possible due to government restrictions. Despite this, keeping in contact with friends and family was an important coping strategy during training, which is why I had to benefit from online socialisation instead.

I found online socialisation to be more beneficial than exercise due to requiring little time out of the day and needing little motivation to complete. I found this to be beneficial during exam time whereby video platforms were utilised for means of revision, where tests were conducted, and key learning points were highlighted. It also provided a level of unity with my colleagues. However, when this activity was completed with colleagues for revision purposes, it sometimes created, rather than combatted stress, especially when topics were discussed that I was not yet confident on. Further, video calls can be an exhausting form of socialisation due to requiring more focus to process non-verbal communication (Jiang 2020). Finally, I found video calls to bear resemblance to a stage (Jiang 2020). It is hard to overcome the idea that you are being constantly watched, adding to stress rather than combatting it.

The most effective coping strategy that I utilised during the training period was the development of a positive mindset. Reminding myself of times I was under similar levels of stress, yet succeeded, allowed me to reframe, acknowledge the difficulty but view it as an opportunity rather than as a problem (Ackerman 2020). Thus, this coping strategy was the key to allowing me to use other strategies more effectively to build resilience. Without a positive mindset, I would have struggled to use exercise as a means of escape from the training workload due to lack of motivation to conduct the exercise. Convincing myself that it will be beneficial physically and mentally to conduct exercise, even though it was not in the usual gym setting, allowed me to scan for the benefits and be grateful. Working and

studying from home through the means of skype and pre-recorded lectures has been difficult, creating the feeling that I had lost out on the true training environment. However, accepting that this was a temporary change and was necessary for the wider good of public health allowed me to see the current conditions in a positive light.

Now what?

These coping strategies have not only benefitted me during my initial police officer training but will continue to enable me to build resilience and cope with stress throughout my career.

Exercise in its usual form will be crucial to keeping me fit and healthy for my career as a Police Officer, as well as allowing me to release stress after attending critical emergency situations. It will give me a space to focus on developing my own strength and fitness and forget about the working day which will be crucial to coping in a high stress environment. I will also appraise home workouts with friends and family through video calling platforms due to the positive effects of online socialisation on my mental health.

Online socialisation will be a strategy that I will need to embrace going forward in my career. This is due to the police shift pattern which will conflict with the working schedules of family and friends, requiring me to rely on online platforms to communicate. This will be important to ensure that I am staying in regular contact with friends and family, thereby having a positive impact on my mental health by sharing memories and stories.

Finally, I feel that a positive mindset is the most crucial strategy for my career going forward as a police officer. This is due to the difficult encounters that I will face on a daily basis between sudden deaths and horrific crimes. I feel that it would be almost impossible to bounce back with resilience from these encounters without a positive mindset and the ability to overcome any negative feelings. The ability to remain positive and categorise the stressful encounters as part of the job will be of upmost importance to a successful career.

To conclude, the formulation of resilience to overcome stress was formulated in many different ways, with differing levels of efficiency. Resilience was particularly necessary during my training cohort due to the additional barrier of Covid-19. I feel that developing a positive mental attitude was the most efficient strategy due to its ability to positively impact other coping strategies. It helped me develop the motivation to exercise and reap its benefits, as well as finding acceptance of the current nature of the training environment of working from home. Despite this, the importance of socialising and social support cannot be underestimated due to the formulation of unity and togetherness. Finally, all three coping strategies will be necessary going forward in my career. I will require exercise to keep me fit and healthy, socialisation to ensure positive mental health and feelings of unity with family and friends, and a positive mindset to overcome the difficult nature of a career as a police officer.

1580

## 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:

Conflict, in its simplest form, can be described as a disagreement between people with opposing opinions or principles (Cambridge Dictionary n.d.). A key part of a police officer's role is to deal with conflict amongst violent and aggressive people, putting themselves in danger, and the trust and safety of the public in the balance (College of Policing 2019). This essay will use Gibbs' model of reflection (1988) to critically assess an incident involving conflict that I have been involved in. This incident came about as a result of the subject's mental health which made the use of force increasingly difficult. I will explore the necessity to use force in this situation through the use of the national decision-making model, explain how Betari's Box and the Drama Triangle relate to this conflict situation and ultimately conclude what I have taken away from this incident to benefit me in the future. In order to uphold confidentiality, the subject will be referred to as "Jim" throughout this essay.

What happened?

My colleague and I were called to a hotel room in the City Centre, where Jim had called the police stating that he was frightened for his and his nine-year-old son's life. On arrival, Jim was present in the room with his son. Jim's behaviour was very temperamental, and he would not give any reasoning for why he was frightened for their lives. Jim would direct my colleague and I to talk in the corner of the room away from the hearing of his son and then state that we were intimidating him. Jim's son referred to Jim as crazy on several occasions,

and Jim was becoming increasingly volatile in his actions. Due to this, I asked for a mental health triage nurse to speak to Jim on the phone to see whether Jim would benefit from a mental health assessment. My sergeant came to collect the son and take him back to the police station where his mother could collect him. After Jim's son had departed, this is when his behaviour became more tense and explosive. His actions were explosive because he would go from conversing in a usual manner to shouting at my colleague and I to leave the room within the same sentence. Jim lit up a cigarette in the hotel room and then locked himself in the bathroom. Upon gaining entry into the bathroom, Jim then threatened to spray aftershave in our faces. This is when I decided to change Jim's assessment from voluntary to compulsory by sectioning him under *S.136 of the Mental Health Act (MHA) 1983*. Jim compliantly walked to the back of the police van for his transportation to hospital but then rapidly became more explosive in his actions. My colleague and I had to use reasonable force to get Jim into the back of the van after using the five-step appeal to ask him to step up into the van. Jim had managed to keep hold of one of his bags of belongings and opened up a can of Guinness and threw this over myself and my colleague. At this point, I have called for further assistance over the radio due to recognising the fraught environment. My colleague and I attempted to restrain Jim, with Jim now throwing punches at my colleague. I have attempted to place handcuffs on Jim but he has then attempted to headbutt me. Further units have now arrived to assist with placing handcuffs on Jim where he was arrested for two accounts of assaulting police. Upon arrest, Jim's possessions have been searched and a large axe was found resulting in a further arrest for possession of an offensive weapon.

### Feelings

At the beginning of the incident I felt anxious as this was my first time dealing with an individual suffering with ill mental health. There was also a young child present and I therefore wanted to ensure I made the correct safeguarding decisions. I knew I had to risk assess the situation and complete a mental health triage form and therefore this was something that was on my mind, but I found it difficult to complete this whilst conversing with Jim's son, calming down Jim and looking out for the safety of my colleague. I was conscious that I needed to remain calm and professional at all times, even when Jim started to raise his voice and get angry. I was very aware of the theory of Betari's box (College of Policing 2019) whereby my attitude affects my behaviour which in turn would affect Jim's attitude and behaviour. I felt that if I remained calm and talking gently to Jim, then it would bring his demeanour down from being aggressive. This however did not always work due to Jim's irrational and temperamental behaviour. My main thoughts and feelings throughout this incident were ensuring the safety of myself, my colleague and Jim. I was initially concerned about using force with Jim due to this aspect of our training being limited due to Covid-19. Further, I was worried about the public perception of using force against an individual suffering from mental health and the potential risk this may pose to them (College of Policing 2016). I surprised myself that I did not feel scared during the conflict with Jim, however the feeling of adrenaline does appear to take over and take control of the situation. I did however feel very relieved when further assistance arrived at the scene as this signalled the end of the conflict with Jim very much under control within minutes of their arrival. Looking back on the situation, I feel lucky that we were able to gain control of the situation to the extent that Jim did not attempt to confront us with the axe whilst in the hotel room. This would have been a dangerous environment and would have put myself and my colleague in additional danger.

### Evaluation

Despite the incident resulting in force being required, my colleague and I spent three hours building rapport with Jim. Building rapport is important so that the person that you are communicating with has a level of trust and confidence in what you are saying. I found communicating with Jim by name, asking open questions such as "explain to me what is

going on” and listening to what he had to say built a level of trust and understanding. I was using active listening skills such as nodding my head, paraphrasing the information and standing at a safe and comfortable distance (College of Policing 2019).

The five-step appeal was used when Jim refused to step up into the police van. I recall saying to Jim “Is there anything I can reasonably do to get you to compliantly enter the vehicle?”. This shows that before using reasonable justified force, I gave Jim multiple chances to comply with my requests, with these requests only being for the benefit of Jim.

I praise myself for using the national decision-making model (College of Policing 2013) in this incident. I had gathered my information on Jim from open questions and a risk assessment in the hotel room. I had assessed the risk which was dynamic and it's level varied based on Jim's behaviour. Further, due to throwing a can of alcohol over myself and my colleague, as well as throwing punches at my colleague, I was aware that I had the power to use force under common law due to my honestly held belief that my colleague and I were in imminent danger. Using the national decision-making model meant that I only used force when it was necessary and that I had reasonable justification for doing so.

Further, I pride myself for calling for assistance when the situation escalated into conflict. It shows how quickly my colleague and I were able to change from the rescuers to the victim when depicted in the drama triangle (Karpman 2014), relying on further officers to become our rescuers. Further, it shows how Jim was able to change from the victim to the persecutor. Therefore, recognising the everchanging dynamics of the situation and putting my pride aside and calling for further assistance was a decision that allowed us to step out of the drama triangle.

The incident was heightened by asking Jim to step into the police vehicle due to no ambulance being available for the transportation. On reflection, I could have informed Jim in a calm manner whilst in the hotel room that he was to be transported to hospital in the police vehicle so that this was not a shock to him outside. If I had done this, Jim may not have had the same emotional and aggressive response to the news that he was to step into the van. Further, due to engaging with Jim and building a rapport with him, I have developed a level of mutual trust with Jim. Due to this, my colleague nor I have not searched Jim's belongings and we have not searched Jim himself, which we do have the power to do under *S. 136 MHA 1983*. Without his belongings, Jim would not have been able to assault us initially with the alcohol can, which led to the further conflict and restraints by myself and my colleague. Despite this, Jim's behaviour could not have been foreseen by my colleague nor I due to compliantly walking to the vehicle.

### Analysis

On reflection, I believe I was able to develop rapport and communicate effectively with Jim, prior to the incident of conflict due to my compliance with the Code of Ethics and *Human Rights Act (1998)*. This meant that I treated Jim with respect and honesty throughout the incident, striking the balance between Jim's right to privacy and my duty of care as a Police Officer. Further, despite having to treat everyone equally, I was able to recognise that Jim was vulnerable and therefore I was able to give more time to understand the nature of this vulnerability. I may not have devoted three hours to negotiating with Jim if he was simply under arrest for a crime and did not display any signs of vulnerability or mental health concerns. However, due to recognising this vulnerability in Jim, I was able to manage the situation and ensure the safety of myself and my colleague. Failure to do this may have resulted in further risk and conflict whilst in the hotel room. Thus, my knowledge and acknowledgement of the social context and recognising the risk indicators such as irrational behaviour, paranoia and the inability to answer direct questions (College of Policing 2016) led me to consider ill mental health as a possibility. This therefore allowed me to act effectively in terms of my communication with Jim, as well as my communication with the Control Room to allow for a mental health triage and arrangements with a mental health hospital.

As I have mentioned previously, it is when my sergeant collected Jim's son and returned him to a place of safety which triggered the first and only element of conflict whilst in the hotel room. My recognition that this would cause emotional strain on Jim enabled me to deal with this element of conflict well, using tactical communications to calm Jim down, rather than resorting to force. My colleague and I used words of reassurance to inform Jim that his son would be looked after and that he could see him again soon once he was feeling better. Due to the rapport that we had already built with Jim, this reassurance calmed him down and I believe that he trusted what we were saying. However, we were careful not to make any false promises to Jim as we did not know what was going to happen when he was admitted for his mental health assessment.

Despite my knowledge surrounding the power to search a person who I believed presented a danger to themselves, or anyone else, I failed to do so in this incident. This is an area that did not go so well. I believe that this was the case because of my concern about using powers and force against Jim that are predominantly used against those under arrest. Despite this power becoming necessary after Jim has been arrested for assault, moving Jim from the hotel room and towards the police vehicle was an action that Jim complied with for the most part. I was under the impression that Jim would have acted more aggressively and posed more risk if he and his belongings were to be searched. This is because Jim was constantly reminding us that he felt intimidated by our presence, despite our reminders that we were there to help him. Finally, an area that did go well, was gaining control of the situation and being able to restrain Jim and apply handcuffs to conclude the conflict without injury being caused to myself, my colleague or Jim. I believe this went well due to all officers involved being trained to a high standard in officer safety training which teaches safe and effective manoeuvres to gain pain compliance from the subject (College of Policing 2005). As well as teaching a safe and effective method for applying handcuffs in compliance (College of Policing 2005).

#### Action plan and conclusion

If an incident of conflict were to occur again, I feel that I would now have the confidence to deploy reasonable force to minimise the conflict due to this experience. I know that I am able to confidently use effective communication to build rapport and negotiate with the subject to calm down the situation. I have learnt that conflict situations change dynamically, adapting the participants role in the 'Drama Triangle'. In order to gain further confidence in dealing with a similar situation again, I believe myself and my colleagues should receive further training on dealing with mental health incidents. Training on this topic is limited and therefore there is always the concern of saying the wrong thing. This is not surprising due to the police requiring the skills of a social worker, a parent and a communicator in these instances, requiring a joint-agency approach to training (Bather et al. 2008). Furthermore, I would ensure that all persons and their belongings are checked before being transported in a police vehicle, whether this involves mental health, as granted by s. 136C MHA 1983, or an arrest, as granted by S.32 PACE 1984. This will ensure that any risk of conflict from the subject's belongings is managed and minimised. A final action I will take in the future to ensure safety of everyone involved in a conflict incident is to ensure I maintain my officer safety skills. This will be done by attending a refresher training course at least every twelve months as is guidance by the Home Office (2014) to ensure I am able to de-escalate situations in a safe and swift manner.

2475

### 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:

The Code of Practice is the statutory code that sets out the minimum level of service that victims should receive from the criminal justice system and is often referred to as the Victims Code (Victim Support n.d.). This was introduced by the *Domestic Violence, Crime and Victims Act (2004)* and has been revised over time to provide enhancements for vulnerable, intimidated and persistently targeted victims (CPS 2017). The police service is one agency of many, that has a duty to abide by the Victim's code within set timeframes, in order to provide the highest level of service to victims and witnesses. This essay will use Borton's (1970) theory to reflect upon an incident where I have engaged with the Code of Practice. This essay will ultimately show the importance of adhering to the code but show the underlying difficulties of doing so in every instance. In the interest of confidentiality, the victim shall be renamed Sophie and the defendant shall be renamed Morris.

What?

Whilst on mobile patrol in the City Centre with my colleague, we were alerted to a call on St Mary Street where a homeless male, who I now know as Morris had just stolen £50 from Sophie. Sophie had taken money out of a cashpoint and had placed it into her coat pocket and began to walk off. The money then fell out of her pocket and onto the floor which is when Morris walked over and picked it up, intending to steal the money. Sophie asked for the money back, telling Morris that it belonged to her and that it had fallen out of her pocket. Morris said to Sophie "I deserve it as I am homeless". Sophie kicked Morris, resulting in the money falling onto the floor, allowing Sophie to pick it up. Sophie then ran off and created a safe distance away from the scene before calling the Police. At this point, my colleague and I arrived at the scene. We gathered as much information from Sophie about the description of Morris and invited her into the police vehicle to see whether she could identify Morris

around the city centre. Sophie was initially unsure whether she wished to provide a statement. Therefore I explained the process to her and arranged to take a statement from her that afternoon. After Sophie's departure, I spotted a male matching the description that Sophie had provided and arrested Morris on suspicion of theft contrary to *S1 Theft Act (1968)*, giving the necessity of his arrest as to prevent further loss of property. I spent the rest of the shift gathering CCTV evidence and a statement from Sophie. I was unable to interview Morris that day due to his high intoxication levels and therefore I interviewed and charged him the following day. Following the charge, Morris attended his first trial hearing and pleaded not guilty. I have then made appropriate preparations with Sophie to prepare her for giving evidence in Court. Whilst making these preparations, I was informed that Morris has now admitted to taking the money but does not admit that he intended to keep the money. I have therefore had to liaise with Victim Support to ensure Sophie is receiving the appropriate support in light of these changes in the run up to the Court date.

So what?

The Victim's Code depicts that at a basic level, victims are entitled to a clear explanation of what to expect from the criminal justice process when they report a crime (Ministry of Justice 2015). On reflection, I feel that this is a service I adequately provided to Sophie from the outset. I explained to Sophie that in order to pursue the defendant for committing the offence, a complaint needs to be made in the form of a personal statement. I clearly explained to Sophie what a personal statement consists of and I advised that it could be used in Court as evidence. Thus, I was maintaining the policing principles of honesty and integrity from the outset as I warned Sophie that the case could be heard in Court. I believe that this is important because the investigation would be severely hindered if Sophie gave a statement and later refused to go to Court, and she may have even been held in Contempt of Court (1981). Therefore, I could be sure from the initial report of the crime, that I had a cooperative witness who knew what would be expected of her in order to secure a successful prosecution.

As well as giving Sophie the opportunity to complete a statement, I also explained to Sophie about producing a victim personal statement, another entitlement under the Code. A VPS is Sophie's opportunity to tell the Court how the crime has impacted her life and may affect the sentence of the defendant (Ministry of Justice 2015). I recognised the importance of offering this service to Sophie due to her social circumstances of being just twenty-three years of age and being a victim of crime in broad daylight, in a busy city centre. This made her feel particularly vulnerable and scared to go into the city centre by herself. On reflection, I believe that it was important that I asked Sophie at the first possible opportunity to complete the VPS along with her statement, however, I did not appreciate that this may have made her feel overwhelmed with information and may have been a lot to take in on the day of the crime. On the other hand, I do feel that it was effective to do it this way, as Sophie may not have had another opportunity due to the speed that the case progressed to Court (Ministry of Justice 2015). Further, I feel that I could have made it clearer to Sophie that a VPS cannot be changed (Ministry of Justice 2013) after it has been completed and signed. Once Sophie had completed her statement and VPS, I also gave her a written acknowledgement of the crime that she had reported, another entitlement under the code. This written note gives Sophie the basic details of the offence, as well as my work contact details and the timeframes that I would contact her within. By giving Sophie my work contact details, I feel that I was upholding the policing principle of accountability as I was clearly showing her that I was in charge of the investigation and was the best point of contact for anything to do with the crime she had reported.

My ability to adhere to the Victim Code timeframes is an area that went particularly well. The Victim Code states that the victim has the right to be told when the suspect is arrested, interviewed, charged or released within five working days. Sophie was told on the same day that Morris had been arrested, interviewed and charged. This is something that she was grateful for as it made it clear to her that I was taking the crime seriously. Despite this, on reflection, I feel that this was only possible due to the events being in close proximity. Morris was arrested on the same day that the crime took place and was interviewed and charged on the next day. This means that the incident was fresh in my mind. I feel that it would be more difficult to adhere to these victim contact timeframes if the case took longer to progress with further evidence needing to be collected. This may be why the Justice Inspectorate (2015) found that victim contact is viewed by officers as just another bureaucratic requirement. Despite victims being the most important people in a criminal investigation, it is easy to see how they are forgotten about when caseloads are high, and deadlines are approaching for officers.

A further area where I felt that I upheld the Victim's code in respect of the service that I provided to Sophie was my referral to victim support services such as the Witness Care Unit (WCU). WCU's are the victim's single point of contact. They may answer any of the victim's queries, plan a familiarisation court visit and provide support to the victim right up until the Court date (Met Police 2020). As well as referring Sophie to the WCU, I also made an objective judgement that Sophie may fall under the category of a 'vulnerable witness' in relation to the *Youth Justice and Criminal Evidence Act (1999)*. I made this judgement because Sophie disclosed to me that she suffered from anxiety and depression and was feeling frightened at the thought of facing the defendant to give evidence in Court. Therefore, I made the decision to apply for special measures on behalf of Sophie in the form a live video link (*S.24 YJCEA 1999*) to ensure she had the opportunity to give her best evidence in Court. I believe that by doing this, it made Sophie realise that the Criminal Justice System is victim focussed and can be adapted to suit the needs of victims like herself. This would show Sophie that the CJS is inclusive of difference and diversity and that she should be able to give evidence despite her hidden disability. However, on reflection, I feel that Sophie may have felt that special measures was something that was guaranteed from my application on her behalf. I feel that I did not make it clear enough to Sophie that an application for special measures is then reviewed by a panel and either accepted or rejected, this therefore could have resulted in negative consequences. Despite this being something that the WCU may have told Sophie, I believe it would also have been beneficial if I reinforced this message to her also.

An assessment into Sophie's entitlement for compensation is a further area of the Victim Code that I investigated. The Court can award compensation when someone is convicted of a crime and there is a loss as a result of that, for example theft (Victim Support n.d.). Therefore, I made sure to check with Sophie on three occasions whether she recovered all of her money to ensure that she did not miss out on this compensation if she required. Despite this meaning that I was thorough in my investigation, it may have made Sophie feel that I was not paying attention on the other occasions that I had asked, or that I was repeating myself.

A final area of this incident that I wish to reflect on is Sophie assaulting Morris to retrieve her money back. Due to Sophie's vulnerability and anxiety from the incident, I reassured Sophie that she would not get in to trouble for kicking Morris. I did this to calm Sophie down and to ensure she did not worry about the incident. Despite this, Morris would have been entitled to make a counter allegation about the assault, if he had wished to do so (Ministry of Justice 2017). Due to the nature and circumstances of the case, it is unlikely that the allegations from Morris would lead to anything substantial, however, there may have still been an investigation into this. Thus, upon reflection, I feel that I was too focused on reassuring

Sophie and putting her at ease from the traumatic incident that I neglected the principles of honesty and integrity to a certain extent. Thus, if Morris did make an allegation, or she was questioned about it in Court, Sophie may not be prepared for it.

Now what?

Going forward, I feel that I know the expectations of victim's and know how to provide a high level of service to them in terms of completing a witness statement, VPS and referrals to networks of support such as Victim Support. Despite this, going forward in my career, I should be completely open, honest and transparent with victims, even if this may cause them to worry or feel negatively about the way that the case is progressing.

I should not be afraid of asking victims the same question more than once. Criminal cases and evidence need to be completely accurate due to the risk of being cross examined in Court. Therefore, the more clarity from victims and witnesses, the better.

I need to ensure that I set time aside to contact victim's and provide updates within the timescales provided. I need to ensure that this is done, even when workloads and call volumes are high. This is because it will reassure victims and keep them informed and updated every step of the way. Ultimately, this will provide a positive image for the police and build community relations.

I will further ensure that I keep up to date with the requirements of the Victim Code through NCALT packages and mandatory staff training days. The Victim's Code is not static and has undergone change since its first publishment such as the changes implemented in 2015. This will ensure I am adhering to the Victims code of practice, ultimately working to protect the most vulnerable through the use of Victim Support and special measures referrals, which is one of Matt Jukes' core principles for South Wales Police (2020).

An area which I feel needs development, for myself and for many other officers is training into special measures. Burton et al (2007) suggests that the police still struggle to identify vulnerable and intimidated witnesses. Further, a report by Temperton (2014) suggests that special measures are not being applied when they should be. Therefore, I propose that to ensure victims such as Sophie, can continue giving their best evidence despite any difference or diversity in their capacity to do so, officers should be trained to a high standard to deal with this.

To conclude, victims and witnesses are the most important people within a criminal investigation. The Victims Code gives victims a series of rights before, during and after a trial or investigation into a crime. This essay has shown that adhering to the Code is important to attain benefits for the victim which will help them provide best evidence such as special measures and Victim Support. Despite this, it has also shown that adhering to the Code is time consuming and is not something that can be rushed, due to the individualistic nature of each case. Taking time to get to know victims and their needs, is important to ensure that the job is done right, first time. I will ensure that I keep updated on any updates to the Victim Code and familiarise myself with the requirements of special measures to ensure I am always providing a high level of service to victims.

2425

#### 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:

This essay will use Borton's (1970) reflective cycle to examine the use of discretion in the decision as to whether to arrest a suspect in order to interview, or whether to arrange a voluntary attendance interview (VA). Ultimately, I will reflect upon the impact factors such as risk, danger and repeat offending. Discretion is a complex concept and is generally accepted to be the freedom of making a choice among possible courses of action or inaction (Davis cited by Pepinsky 1984). The national decision-making model (NDM) can direct this discretion into a structured rationale taking account of the code of ethics and policing principles to come to an accountable conclusion (College of Policing 2013). This essay will further investigate the impact of bias on officer discretion, as well as showing how the Criminal Procedure and Investigations Act (CPIA 1996) limits this discretion and bias due to its strict guidelines. For the purpose of confidentiality, the suspect and victims involved in this incident will be given false names.

What?

I was assigned as Officer in the Case to an incident which occurred in the city centre involving two young females, Emily and Laura, aged 16 and 18 respectively, as well as a male named Paul, aged 46. Paul began by staring at the females from a distance, before approaching the females, repetitively stating the word "wow" and referring to them as "beautiful". Laura asked Paul what was wrong. Paul said he does not get enough female attention and tried to touch the females' arm and face, whilst continuing to stare and making inappropriate and uncomfortable comments. The two girls shouted at Paul to leave them alone and walked away. The incident left them feeling harassed and shocked by Paul's actions. Paul then got onto a bus to leave the city centre where he sat next to another young female, Ella, also 16 years of age. He made sexualised comments to Ella and physically stopped her from moving seats by sticking his leg out in front of her, resulting in members of the public intervening. Both incidents were reported to the Police via 101. Upon gathering witness statements from Ella, Laura and Emily, I found that photos of Paul had made their way to social media and people were making threats to harm Paul due to the incidents that I was investigating. I used the NDM and the Authorised Police Practice (APP) risk principles

to decide to VA Paul to question him about the offences under *S.4a Public Order Act (1986)* rather than to arrest Paul.

So what?

The NDM is a model that was highlighted meticulously during training due to its suitability to almost any decision-making situation (College of Policing 2013). Upon reflection, I feel that I applied the NDM to a high standard before executing my discretion in this case. I say this because I began by collection information and intelligence by asking myself “What do I know?” and “What else do I need to know?” (College of Policing 2013). At this point, I knew very little, only the brief details that were passed to the 101 call taker. Therefore, I took accountability and executed diligence by taking witness statements from Emily and Laura and conducting extensive CCTV investigations. The material created from these investigations were PACE compliant and were stored safely on the Police database to ensure confidentiality. I checked for CCTV on several occasions showing that I am accountable and open to the fact that I may have missed evidence on other occasions. From gathering information on the police database, I came across the linked incident involving Ella, which was not being investigated. I therefore took it upon myself to contact the Sergeant overseeing this incident and executed my selflessness and accountability by offering to take charge of the investigation. Despite this creating more work for myself, it shows that I was using my discretion to work within public interest and safeguard further victims.

I was informed that Ella and Emily had taken a photo of Paul during the incidents. I was aware of the CPIA rules and therefore required a copy of the photographs to be retained and revealed during the case (1996). I ensured this action of obtaining a copy of the photographs was completed promptly to prevent any loss or damage to evidence (*CPIA 1996*). This photo had been posted on Facebook before police involvement and therefore Paul’s name and photograph had attracted negative social media attention. I therefore had to consider risk and danger to Paul in my discretionary decisions, as well as the risk he poses to others (College of Policing 2017). This shows that I was able to resist the implicit bias which can sometimes unintentionally prejudice a decision (Wen 2020), and protect the offender, as well as the victim. I further ensured to collect information and intelligence on John so that I was able to analyse his offending habits to assess which methods of disposal he was entitled to. Doing this at an early stage was beneficial to my investigation so that I could build a picture of John and his lifestyle.

The next stage of the NDM advises to assess threat and risk, and to develop a working strategy (College of Policing 2017). Importantly I used the information and intelligence that I had gathered to risk assess the situation. I considered the previous convictions of Paul, the likelihood of him reoffending, and the continued danger of him to young females within this risk assessment. Upon reflection, it may have been an element of bias to consider Paul’s previous convictions within this assessment due to people’s ability to change, however, I believed it gave a picture of the frequency and duration of his offending habits. I considered the fact that Paul’s victims were young females to be of the most alarming result in the risk assessment, prompting the urge to put safeguards in place. Arguably, this may have resulted from an unconscious bias as Wen (2020) states this may form from personal experience and society around us. Thus, being a young female officer with friends of a similar age to the victims, I may have felt that I needed to protect them more. However, I do not believe that this can be considered a negative due to gender and age being factors that define vulnerability (Wakefield 2020). A further risk assessment I had to make was whether a voluntarily interview would be appropriate. I used the APP principles to consider the possible harms of Paul not attending the interview. The APP guidelines are of good use as they encourage positive action in risk taking and allow difficult decisions to be made. I feel that I used this framework appropriately and it helped to build my confidence in taking risks.

As well as assessing the risk to the victims, I also had to assess risk to the suspect. I was made aware during my intelligence collection that Paul's face had been heavily circulated upon social media, with many people threatening to cause harm to Paul due to the allegations made by the females. One of my main duties as a Police Officer is to 'protect life and property' (College of Policing 2013) and uphold the right to life (Article 2 HRA 1998). Thus, I considered whether arresting Paul would provide him with a level of protection whilst being within Police Custody. This would show members of the community that have threatened harm that Paul was being dealt with lawfully through the Criminal Justice system. Despite this, I also considered whether it was fair to arrest Paul to protect him from other members of society. I therefore used my discretion to submit 'Public Protection Notices' (PPN) for all three females, as well as Paul. A PPN alerts the public protection unit about vulnerable people within society and they can put safeguards in place to protect them (HMIC 2015). This shows my execution of the core policing principles of integrity and equality (Home Office 2014) by acting for all members of the community, rather than just victims.

The next stage of the NDM is to consider powers and policies. This is where I spent a lot of time reviewing before I came to a conclusion on my discretionary decision. Code G of PACE (1984) states that in order to arrest someone, there needs to be grounds that they were involved in an offence, and a necessity to arrest. I was confident that I had the grounds due to possessing three witness statements and two time stamped photographs. However, it was justifying the necessity that I found the most difficult. I was already 10 days post incident due to the time taken to finalise the witness statements and examine CCTV. Therefore, I was not confident that a Custody Sergeant would authorise Paul's detention as being 'prompt and effective' due to these delays. I also considered the necessity of protecting a vulnerable person due to the females being young and alone in town when they were approached by Paul. However, again, I did not believe this would be applicable due to the incident occurring in the city centre meaning Paul would not know where or how to contact the females again. I therefore sought advice from my Sergeant who advised me to consider a voluntary attendance interview.

The last consideration I had to make before taking action was my options and contingencies. Due to my inability to find a necessity for the arrest, and conversations with my Sergeant, I knew at this point that I was going to invite Paul in for a VA interview. However, at this stage, I needed to plan this encounter to ensure it was efficient and safe. I therefore ensured that I knew the correct address and location for Paul, I ensured that I provided the control room with my location in case I needed assistance at the address, and I ensured that I was in full PPE for personal safety due to a suspect's home address being a dangerous place to enter. I took action and attended Paul's home address to arrange this VA. I informed Paul about the allegations in a calm way, ensuring that I remained impartial and acted within the Code of Ethics at all times. I informed Paul of my discretionary decision and that he was not under arrest. However, Paul's attitude was volatile, and he stated he "did not need to speak to the Police". This meant that I had to warn Paul that I had used my discretion to opt for the VA, but I did have the power to arrest him if he was not going to cooperate with the terms of the VA. Paul advised he was concerned of how the allegation's affect his police file. I therefore took the time to ensure Paul that his police records are stored confidentially on a police database with all relevant material from the current investigate also stored confidentially until the end of proceedings, should they be instituted (*CPIA 1996*). Paul then began to calm down and agree a VA date with myself. I therefore thought it would be best practice to further inform Paul that the interview tapes are stored in compliance with PACE and all interview notes will be stored in a secure confidential filing archive. This ensured that Paul was aware of his rights and could not use these worries as an excuse not to show up to the VA.

Now what?

Despite discretion being used to decide whether to arrest or VA Paul, I have learnt that discretion is something that should not be used when deciding what to retain and reveal to the defence. The disclosure test (CPS 2018) ensures that I have to disclose anything that may undermine the prosecution of Paul, thus, limiting my discretion of what I wish to disclose. In this case, this means the malicious communications on Facebook which may provide Paul with a defence, as well as the negative CCTV enquiries which may further undermine the prosecution had to be disclosed. This ensures that the investigation is fair and effective by limiting officer discretion, enabling all the evidence to be examined. Further, discretion is limited by PACE and the CPIA at the VA stage, with interviews needing to be visually and audio recorded under Code E and F of PACE (Home Office 2013), as well as all notes and documentation stored lawfully on the police database or filing archive.

Despite the CPIA guidelines limiting officer discretion, I have been able to apply the NDM to rationalise my discretionary decision making in this case. Despite this, I feel that implicit bias training such as that undertaken in the US (Mitchell and James 2018) should be implemented so that officers like myself can be more aware of the factors that influence their decision making. Thus, the ability to slow situations down and ask yourself about the reasons why you are dealing with a situation in a certain way is paramount to the execution of discretion (Carmichael 2015).

Going forward in my career, I feel that I am equipped with efficient tools such as the NDM and the APP risk guidelines to be able to make a discretionary decision that is lawful and has the ability to safeguard vulnerable people. However, I feel that I would be more aware of my implicit bias and try to combat this by seeking opinions of colleagues of different demographics. Finally, I will ensure that the NDM is always used when making a discretionary decision due to its applicability to almost any encounter, allowing me to decipher risk, lawfulness and contingencies. Thus, it will be important to refresh my training on the NDM frequently through the use of NCALT packages to ensure I can fully operate the decision-making tool.

To conclude, this essay has shown the importance of the NDM to executing discretion due to its ability to reduce risk aversion and weigh up threat and risk (College of Policing 2019). It has shown that arranging a VA with a suspect can be an effective disposal instead of arrest. However, it is important to collect information and intelligence to assess the risk and threat of making this choice through looking at the vulnerabilities of the victims, and the prolific offending habits of the suspect. Unfortunately, it has also shown that the factors surrounding discretion may be interpreted differently by different officers due to implicit bias forming on individualistic and societal characteristics (Wen 2020). Despite this, due to the Code of Ethics and policing principles, implicit bias may not have a negative effect on discretionary decision making, as long as both victim and suspect are safeguarded, as shown in this case with Paul.

2451

## **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                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Uncompliant handcuffing (Handcuffing arrestee who is resisting arrest).</p> <p>I need to be at a range of 8-10 for this, I believe I am currently 5-7.</p> | <p>I will achieve this through annual Officer Safety refresher Training.</p> <p>I will achieve this through ongoing experience. Taking the lead to handcuff individuals in difficult circumstances rather than leaving it to colleagues.</p> <p>Further, I can practise my handcuffing skills on colleagues whilst in the station so that I have chance to gain experience in a safe learning environment.</p> | <p>Trainers</p> <p>Colleagues</p>                                                               | <p>OST refresher due by April 2021.</p> <p>Experience ongoing due to the uncertain nature of the calls and ongoing practise with colleagues.</p>                                                                                                                                                                                       |
| <p>Statement taking (Taking and completing statements of victims and witnesses).</p>                                                                          | <p>I will achieve this by looking back on notes made during initial training such as 'ADVOKATE' and the 10-point description so that I am aware of what makes a detailed statement.</p> <p>I can seek feedback of statements I have taken from colleagues and supervisors, as well as read statements that they have written to take tips from them.</p>                                                       | <p>Trainers (provision of PowerPoint from initial lesson)</p> <p>Colleagues and supervisors</p> | <p>I would like to feel confident in statement taking independently by 14<sup>th</sup> December 2020 (End of tutorship period).</p> <p>However, I have a 3-month mentorship period until 14<sup>th</sup> March 2021 and therefore I can use this period to consolidate my ability to take statements independently, whilst seeking</p> |

|                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                        |                                                                                       |                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                        |                                                                                       | advice from colleagues.                                                                                                                                                                                                                                                   |
| Interviewing suspects (Familiarise self with relevant questions to ask during interview and appropriate way to challenge suspects with CCTV/ statements/ other relevant evidence). | My interviewing ability will increase with experience. However, I can liaise with Hub Officers for advice and guidance. I will take advantage of the 4-5 week Hub attachment that I have to learn interviewing skills. I can plan and prepare all interviews to a high standard so that I am always fully in control of the interview. | Colleagues and tutor<br>Hub officers                                                  | I aim to be confident in conducting interviews to a high standard by the end of the tutorship phase (14 <sup>th</sup> December 2020) with a view of fully developing my ability to conduct interviews in efficient and effective ways during my Hub attachment in year 2. |
| Giving evidence as Officer in Charge at Court.                                                                                                                                     | Through familiarising myself with the Court procedure – how to address Magistrates/ Crown Court.<br><br>Familiarising myself with the rules of evidence.<br><br>Ensuring I read my statement thoroughly before attending Court to give evidence.                                                                                       | Colleagues who have given evidence in Court prior can give advice and calm my nerves. | This will be an ongoing development as it cannot be said when I will first give evidence at Court. Thus, I need to start preparing as soon as I receive a warning for a Court hearing.                                                                                    |

## Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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**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: Rachel Notley (Learner, Electronic signature or type name)

Date: 09/11/2020