

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

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

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

Learner name: James Balchin

**Learner's University Registration Number:
2031212**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Within this essay I will be reflecting on my initial six months of learning since being attested as a Police Constable, discussing the coping strategies I applied to develop resilience and my ability to minimise stress. The coping strategies I will be outlining will be the use of well-planned revision, through self-discipline and routine combined with maintaining a healthy work life balance. Each of these areas will be further explored with academic research into to wider studied learning and my reflection will be completed using Gibbs' Model of Reflection (MindTools, 2016).

Personally, my interpretation of resilience is the ability to confront and overcome challenging situations whereas stress is to mean the impact that circumstances can have on a person whether physically, mentally or emotionally. In my research of resilience, I find powerful meaning from the American Psychological Association who explain resilience as adjustments or development taken by someone to support them through situations such as "adversity, trauma, tragedy, threats, or significant sources of stress" (American Psychological Association, 2012). I feel this triggers thought into the importance of Police Constables building resilience given the challenges of their role such as attending traumatic emergencies, including high risk decision making,

threats to their own mental and physical health combined with additional strains for example from long duration shift work. In my research into stress, I find meaningful understanding from the Mental Health Foundation who explain that stress is the feeling of being emotionally overcome, struggling to manage pressures mentally or emotionally (Mental Health Foundation, 2021). Ultimately, the importance in developing the ability to minimise stress and build resilience is clear in order to support my career as a Police Constable. The Police Federation have reinforced this in their recent study showing that seventy nine percent of surveyed police officers informed them that within the previous year they have experienced work-based stress and anxiety (Mind, 2019).

Within the initial six months of training, from the description and feelings elements of Gibbs' Reflective Model (MindTools, 2016) I found that I experienced stress throughout many areas. This ranged from joining into a new organisation with fresh values, routines and expectations through to the academic pressures of new learning, examinations and practical assessments. All these challenges I had anticipated prior to joining the organisation, however in real time the emotional intensity I found to be increased compared to what I expected. A prime example of this being in the immediate build up to an examination. Additionally, when first joining the organisation I experienced fear of failing the examinations, this was heightened due to being several years out of studying combined with understanding that continued employment was reliant upon strong academic performance. Detailed below are the coping strategies which I found supportive in minimising stress and developing my own resilience during this time.

The first coping strategy I am going to discuss is the benefit I found in well planned, early and consistent revision which particularly supported me in minimising stress levels towards academic examinations. Within this I employed the tactic of early preparation, beginning my revision from my first day of employment. Additionally, I created a revision routine which worked around my personal commitments, whilst utilising self-discipline and organisational skills to ensure I maintained consistency across the entire training period. I did this to avoid overloading revision immediately before an exam date. On reflection I found this resulted in understanding and memory which was built over time. This reduced any self-imposed guilt, pressure and ultimately stress nearing an examination date. Early revision also created self-pride in my work ethic and preparation, increasing my confidence which in my opinion built resilience towards the demands of studying. I have found this revision approach to be well studied, with theories explaining that when you learn over time, with space between sessions, recalling information feels more challenging and less effective in the moment however this additional strain results in more effective learning. (Brown, Roediger and McDaniel, 2014, p. 4).

The second coping strategy which noticeably minimised my stress levels was focussing on maintaining a healthy work-life balance. To support this, I paid particular attention to the practice of mindfulness (Mindful, 2020). This is the technique of being wholly committed and present to whatever activity is being done at that moment. A key example being spending quality time with my young family during periods away from studying. From the evaluation element of Gibbs' Reflective Model (MindTools, 2016) I found this an invaluable technique, supporting mental rest and increased mood which facilitated a re-energised focus when returning to study.

The challenge here however was developing this habit, where it took time for this to become a natural behaviour. Ultimately, this added to the benefits within my first coping strategy, supporting my learning, understanding and memorisation. This in turn increasing my confidence which enhanced my resilience towards the stress of examinations. I have found mindfulness to be an increasingly studied area for stress management, with widely respected findings. Regarding the demands on students, mindfulness has been proven to support overall wellbeing and the ability to overcome stresses associated with student life, this ranging from meeting new groups of people through to examination pressures (Cottrell, 2018, p. 33).

Within the analysis section of my reflection (MindTools, 2016), I can see I have built my foundation in minimising stress and increasing resilience through these strategies. The coping strategies I utilised worked brilliantly through building self-pride, confidence and embedding learning. These being coping strategies I plan on utilising into the operational Police Constable role. In terms of opportunity areas across this time however, an area where I could have been stronger on conclusion (MindTools, 2016) is my commitment to physical exercise. This was not at the level I would have liked in hindsight and I am fully aware of the studied benefits this provides towards general health and reducing stress. I appreciate the importance of the learning covered across the initial six months of training and although the intensity was challenging at times, on reflection I am thankful for the experience. I have gained essential knowledge for the Police Constable role, combined with personal pride from my academic performance.

Regarding physical exercise being an improvement opportunity on reflection, this is a key focus area within my action plan (MindTools, 2016) moving forward into operational policing. To achieve this, I will be maintaining a structured approach to work performance and study, whilst prioritising enough space to achieve this personal goal, setting a review date of the end of March 2022 to measure my progression.

Word count – 1086

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

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

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

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

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

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

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

ANSWER:

Within this essay I will be reflecting on a policing incident where I attended an emergency call of an ongoing domestic abuse concern. I will be expanding on the social and legislative contexts surrounding domestic violence, additionally exploring intoxication factors which were present at the time. I will be reviewing my communication tactics and describing my decision-making process for determining whether any use of force was necessary. I will be including legislation, research and theories, with my reflection being completed using Gibbs' Model of Reflection (MindTools, 2016).

The incident I am going to discuss is my recent attendance at an ongoing domestic abuse concern in the company of my tutor. The report explained that a male appeared to be the aggressor towards a female victim who had been heard screaming within their flat. Upon our arrival I could hear shouting coming from within the building. I immediately entered the building hallway, then through the flat door (all of which were unlocked) with my tutor directly behind me. When entering I could see a male in the flat corridor who attempted to run into a bedroom, within which was a screaming female. Given my immediate concern for the female's safety, I utilised my use of force powers to remove the male from the premises. From here the male calmed into a completely compliant and apologetic manner. This allowed my tutor and I to safely separate, with myself questioning the male whilst my tutor checked the victim's wellbeing. During our conversations my tutor confidentially informed me the female had disclosed that the male had assaulted her that evening. This information meant that the male's arrest was necessary which I efficiently completed, preventing a re-escalation through delay or the two parties communicating.

Socially, domestic violence is an extremely high priority given the severe victim risks combined with an increase in cases throughout the Covid-19 pandemic. The United Kingdom based domestic violence charity Refuge provides evidence of this increase where they have published that calls to their domestic abuse helpline increased by sixty one percent between April 2020 and February 2021 (Refuge, 2021). This increase being even more concerning given that domestic violence can include challenging decisions for victims due to the close connection with their aggressor. This in turn increases the difficulty in investigating this crime type.

From a legislative perspective there were a number of high paced legal considerations which I processed during the situation. I will discuss those relating to use of force later within this essay however in terms of my power to enter the premises, I knew that Section 17 of the Police and Criminal Evidence Act 1984 (The National Archives, 2020) provided my legislative grounds in order to save life or limb due to my belief that the females life was in danger.

Within this incident the communication period I will focus on is with the male, where upon his removal from the flat he instantly calmed down, becoming upset, with the influence of alcohol apparent. To accommodate this, I changed my tone of voice to being calm, slow and empathetic. I was also conscious of using simple language with no jargon. This I feel worked well through calming the situation whilst making it easier for him to understand. I was also mindful that intoxication is a risk factor of violence, keeping the male calm therefore being a priority to reduce this likelihood. Drinkaware have supported this through their explanation that even if not the sole reason, alcohol is often a contributing factor towards violence and aggression (Drinkaware, n.d).

Early in the conversation I was very mindful of my body language, with Smith (2020) suggesting seventy to ninety three percent of communication is non-verbal. I placed myself in the flat doorway, creating a barrier however keeping my hands low to avoid showing any threat. I focussed on keeping good eye contact, nodding to show understanding and portraying an empathetic image. This I found to be a difficult balance as I was mentally preparing for any sudden escalation, whilst focussing on being empathetic and understanding the information disclosed.

When taking the males account, I utilised open questioning such as “explain to me what has happened tonight”, allowing the male to respond without any interruptions, practicing active listening. The College of Policing promotes the use of open questioning in gaining an initial account (College of Policing, 2020) and I understood that any interruptions from myself would limit the males open recall. I also felt this was a fair and unbiased approach. On reflection this required composure and patience as the responses were occasionally disjointed, at which point I asked closed questions which worked well to clarify points and direct conversation.

Finally, during the conversation I utilised the approach of rapport building. When initially entering the premises, I observed a mountain bike within the hallway, when outside I asked questions around this which led into friendly conversation. I had approached this topic to create a bond which I feel promoted openness. Within my studies I have found rapport building whilst gaining information to be a well-respected approach. I feel this is well captured by the College of Policing who explain that whilst rapport may appear difficult to build in some situations, gaining it can be a powerful approach when gaining an initial account (College of Policing, 2020).

From the feelings section of Gibbs’ Reflective Model (MindTools, 2016) my thoughts throughout this conversation felt overwhelmed at times. I recall struggling to balance my situational awareness combined with showing empathy and gaining a detailed account. Nonetheless, the outcome was positive with a calmness remaining throughout.

Prior to the conversation phase of the incident however, the visit required quick physical action and there were many considerations which I processed at speed. During this time, I used my use of force powers to remove the male from the flat. From my initial training I knew that Section 117 of the Police and Criminal Evidence Act 1984 (The National Archives, 1991) states “the officer may use reasonable force, if necessary, in the exercise of the power”. Furthermore, I understood the Criminal Law Act 1967 Section 3 (The National Archives, 1991) states “A person may use such force as is reasonable in the circumstances in the prevention of crime”. When entering the flat I found both to be appropriate given my belief that the male was about to immediately assault the female, using reasonable, necessary force to prevent this.

Alongside legislation, I knew that my actions needed to be “JPLANE” in line with the police code of practice (College of Policing, 2014). This meaning that my actions needed to be “justified, proportionate, legal, accountable, necessary and ethical” (College of Policing, 2014). In the moment, I believed this requirement to have been met, with my physical actions being minimal and in order to prevent the female’s injury.

Within my academic studies I found powerful meaning from the Betari’s Box model (College of Policing, 2020) which demonstrates how the attitude and behaviour of one person can feed into the attitude and behaviour of another. This can lead to individuals engaging in an escalating circle of interaction (College of Policing, 2020). Within my situation I was reminded of this not only from how my attitude and

behaviour was affecting the male, but also in how his were affecting my own. Upon entering the flat I raised my level of physicality, in response to the male's behaviour to remove him from the premises. When outside however, his instant relaxation meant we entered a Betari's box (College of Policing, 2020) cycle of de-escalation as opposed to the opposite.

On reflection, within the feelings section of Gibbs' Reflective Model (MindTools, 2016) I recall experiencing an adrenaline rush upon arrival at the incident. This was one of my first real world use of force instances, creating an important learning base for me moving forward and in evaluation (MindTools, 2016) I am proud of my quick and effective actions taken, which ultimately resulted to the situation being dealt with effectively. In analysis (MindTools, 2016), this potentially dangerous situation de-escalated quickly, in a controlled and effective manner. The male was ultimately arrested for common assault given the level of injury inflicted and justice was provided for the victim. Finally, I give thought into article five of the Human Rights Act 1998, protecting a person's "right to liberty and security" (Equality and Human Rights Commission, 2021). Due to the male's arrest, this right was removed from him however this being in line with S24 of the Police and Criminal Evidence Act 1984 (The National Archives, 1991), with the arrest being necessary due to the suspected commission of a crime.

On conclusion (MindTools, 2016) I feel the incident was dealt with in a manner appropriate for the circumstances. Considering the social context of domestic violence, I feel there was little option other than to separate those involved, for the protection of the victim. In terms of the arrest outcome, this was clear however there

were other options available prior to that point, such as keeping the male within the flat during the discussion phase. This however I feel would have been an approach carrying higher risk. Reverting back to the Betari's Box model (College of Policing, 2020), I feel this may have resulted in the male and female's attitudes impacting on each other, leading to an escalated situation.

Overall, this incident has provided me invaluable learning. I have experienced the importance of quick action, being confident in legislation knowledge to prevent delay and the importance of separating parties quickly in a conflict situation. I have also identified my own development area of multi-task in communication, balancing situational awareness with active listening. This will form part of my action plan (MindTools, 2016) moving forward with a review date of the end of March 2022 which I plan on developing with additional experience in similar situations.

Word count – 1646

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

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

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

Explain and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

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

ANSWER:

For investigations to progress robustly and fairly it is vital that victims are well supported through the criminal justice system. Within this essay I will be reflecting on a coercive control incident where I supported a vulnerable victim through the criminal justice system, additionally discussing the social and legislative contexts surrounding this offence. I will be explaining and reviewing my responsibilities during this time and providing examples of how policing values were demonstrated. I will be referring to research throughout and my reflection will be completed using Gibbs' Model of Reflection (MindTools, 2016).

The incident I am going to explore is gaining the initial account of a young, pregnant victim of coercive control. This situation being reported to police by a concerned friend, having witnessed the victim experiencing coercive control behaviour from her partner. Upon meeting with the victim, it was obvious that she was scared, intimidated and controlled by her partner whereby many concerning behaviours were disclosed including control, isolation, assaults and criminal damage. Through fear for herself and unborn child however she was initially unwilling to support an investigation or provide a victim statement.

Coercive control is a relatively new area of legislation. Introduced by the Serious Crime Act 2015, part of its definition within S76 details that the perpetrator and victim are personally connected, with the perpetrators behaviour having a serious effect on the victim (The National Archives, 2015). This I feel leads into the social context of the offence well, where the offence is often committed by close family members. Consequently, victims sometimes protect their abuser, being too fearful of the outcome or perception to report. Evan Stark, one of the leading voices describing coercive control explains that victims can become trapped in a false sense of reality, created by their abuser through fear and deception (Women's Aid, n.d). These factors make the crime particularly difficult to investigate and prosecution rates are proven low. Research finds between April 2020 and March 2021, only four percent of defendants were prosecuted within nearly thirty-four thousand reported cases of coercive control in England and Wales (Women's Aid, 2021). This emphasising the importance in cases being investigated thoroughly.

In description (MindTools, 2016) of the incident, I had invited the female to talk with myself and my tutor following the report from her concerned friend. She agreed to meet us at a local police station however appeared annoyed by her friend's report. Upon meeting, after introducing myself and my tutor, my first responsibility was to ensure her immediate safety and wellbeing. I utilised open questions such as 'how did you travel here today?' which led to her explaining that she lived with her parents, with her partner having no knowledge she was speaking with police. The fact she lived with her parents provided me confidence in her immediate safety, however I was aware that in domestic abuse situations it is common for victims to keep relationship details private from family members due to feelings of shame or embarrassment (Finneran, 2021, p11).

The female explained she had only attended our meeting because my contact had panicked her, adding that she did not wish to provide a statement regarding her relationship. Given her closed approach, in the desire of reducing this barrier I felt it was important to explain the level of support available and police responsibilities within investigations. I did this by explaining the code of practice for victims of crime in England and Wales, otherwise known as the Victims' Code (Ministry of Justice, 2005). This code, published in 2005, includes twelve rights which victims are entitled to, ensuring they are supported professionally, fairly and with respect (Ministry of Justice, 2005).

The first right within this code entitles victims to understand what is explained to them and to be understood in return (Ministry of Justice, 2021). For some victims this can mean that translators or appropriate adults are provided however in this instance

neither were required. What was required however was my empathy and patience given the females visible upset and fear. This calmed and patient approach led to the victim relaxing and eventually engaging with her account.

Right four of the Victims' Code enables victims to be provided support and services relevant to their needs which can range from advice and counselling to physical aids such as household security (Ministry of Justice, 2021). To approach this topic, I informed the female of police support referrals, emphasising the assistance available to her. This helped inform and re-assure her, reducing her feeling of helplessness and increasing her confidence in her ability to support an investigation. Additionally, within this right, victims can request special measures (Bryant and Bryant, 2020, p. 642) should an investigation lead to court. These measures can include providing court evidence through a range of alternative means, including for example being located behind screens to support victim well-being and presentation of highest quality evidence (Bryant and Bryant, 2020, p. 642). This helped the female envisage herself being able to participate in the court environment. The benefits of special measures are well documented, with a review being completed by the Victims Commissioner, Baird (2021) finding all those spoken to within the Criminal Justice System praised the benefit of special measures for both victim support and evidential quality.

Right six of the Victims' Code entitles victims to be kept updated throughout investigations (Ministry of Justice, 2021). Here I explained that with significant investigation steps, she would be kept promptly informed. This helped her feel more in control of her security and built confidence in her ability to lead a normal life

throughout an investigation process. To support the first impression here I provided her with her crime reference number, my work contact details and agreed a future contact strategy.

Finally, another important element of the Victims' Code was right seven, this allowing a victim to make a personal statement (Ministry of Justice, 2021). I explained this process, whereby this was her opportunity to explain how her relationship had made her feel. I explained this can influence case decisions such as bail conditions and future sentencing should her partner be found guilty of an offence in court (Bryant and Bryant, 2020, p. 220), providing her a sense of control and leadership for her situation.

From the feelings section of Gibbs' Reflective Model (MindTools, 2016), I recall feeling concerned for the females upset during our meeting. I worried her fear would prevent her from providing a statement which I recognised, supported by national conviction rates would greatly impact any investigation. I could see however how her emotions developed during the meeting, becoming more confident in her ability to support the case as more areas of support were explained.

Alongside responsibilities within the Victims' Code (Ministry of Justice, 2005), I was continually aware of honouring the policing values (College of Policing, 2022), this requiring me to maintain 'Integrity, Impartiality, Public Service and Transparency' (College of Policing, 2022) throughout. An example which illustrated these is where I had the challenging requirement of informing the female that although she did not wish to provide a statement, given the associated level of risk I would need to enter

my own disclosure statement regarding the information discussed, this meaning that her partners arrest was likely. Understandably, this was emotive for the female, quickly becoming upset however agreeing the situation was dangerous and that she understood the reasons behind the disclosure requirement.

I was also conscious that the female was pregnant, with this being a protected characteristic within the Equality Act 2010 (Equality and Human Rights Commission, 2021). This re-enforcing the importance of the female being treated fairly, without discrimination and supported throughout all investigation steps.

In evaluation (MindTools, 2016), the female had eventually opened up well in her account, disclosing many situations in detail including how this had made her scared for her future. On reflection however the stage where I explained my disclosure statement came as a shock to her, where it may have felt as if I was not complying with her wishes. This is an area I will take learning from however the risk associated here is if I had explained my disclosure responsibility earlier in the meeting, she may not have been honest around her situation.

In analysis (MindTools, 2016), I feel the female disclosed information due to her fuller understanding of her available support options, feeling less isolated and more confident in a resolution to her abuse. The meeting closed with the female confirming she was happy with the steps taken, with a safe, protected environment to return home to. Following this, I submitted my disclosure statement and support referrals to trigger the relevant departments making initial contact with the female. The following morning the female voluntarily re-attended the police station where she provided a

full victim statement, including a victim personal statement and special measures being requested. This leading into her partners arrest later that day.

In conclusion (MindTools, 2016), the incident has vastly increased my experience of supporting vulnerable victims and utilising codes of practice such as the Victims' Code (Ministry of Justice, 2005) to aid investigations. I feel this greatly supported the female in disclosing information during the meeting, helping her through the criminal justice system overall. The element however which felt most uncomfortable at the time was in explaining my responsibility of a disclosure statement. This is an area I will reflect upon and trial different approaches with moving forward. In hindsight I feel I could have emphasised my priority in ensuring her safety before leading into this section of the conversation or being more transparent earlier in the meeting. To support this I have agreed with my tutor that within my action plan (MindTools, 2016) we will focus on attending more instances until the end of March 2022 where the victim is less likely to provide a written statement, helping gain experience in this area.

Word count – 1645

Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

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

Give a brief description of the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Consider** the role of discretion in the decision-making process.

Explain your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

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

ANSWER:

When conducting investigations, it is vital that information is gathered, processed and considered well to support decision making. Within this essay I will be exploring a recent domestic violence incident, expanding on the social and legislative contexts combined with reflecting on how I applied a decision-making model throughout.

Additionally, I will be explaining my responsibilities within information management and analysing any impact bias created within the incident. Throughout this essay I will be referencing academic research and my reflection will be completed using Gibbs' Model of Reflection (MindTools, 2016).

The incident I am going to expand upon is my recent attendance at a domestic abuse report, this being raised by a female victim stating her male partner was assaulting her. During travel to the scene, I reviewed the report details and upon arrival met the female at her premises. With my body worn camera activated, she explained her partner had assaulted her that evening, leaving the premises prior to our arrival.

Given the speed of the circumstances, I searched the car park area to surprisingly find her partner sat in his car, waiting for our arrival. When speaking with him he instantly admitted the allegations following which I immediately completed his arrest in line with S24 of the Police and Criminal Evidence Act 1984 (The National Archives, 1991). From here, to own the investigation I requested supporting officers to transport the suspect to custody whilst I completed further enquiries. These actions included gaining statements, protection referrals, injury photographs, CCTV collections and house to house enquiries. These form opportunities within the golden hour principles (College of Policing, 2013), being the time immediately following a crime, where information and evidence is often available without contamination or alteration. Finally, after confirming the victim's safety I completed the case file documentation in readiness for an efficient investigation.

Within the feelings section of Gibbs' Reflective Model (MindTools, 2016) I recall a sense of nervousness when travelling to the incident, with the desire to manage the situation perfectly. Fuelling my desire was my understanding of the social context surrounding domestic violence, being a high priority for police, ensuring victims are protected from what is often high-risk abuse. This risk has increased throughout the

Covid-19 pandemic where Women's Aid have published feedback of victims feeling increasingly trapped with their abuser, combined with feeling isolated from support networks (Women's Aid, 2020).

Within this incident there were also several elements of legislation in my consideration. Firstly, regarding the power to arrest under S24 of the Police and Criminal Evidence Act 1984 (The National Archives, 1991) I required reasonable grounds to suspect the males commission of an offence. Given his own admission, these grounds being clear. Regarding assault offences, I was also mindful of the severity range between Common Assault under S39 of the Criminal Justice Act 1988 (The National Archives, 1991) and Grievous Bodily Harm under S18 of the Offences Against a Persons Act 1861 (The National Archives, 2009). This was particularly relevant when building the case file.

Surrounding my actions was my understanding and consideration of the National Decision Model (NDM) (Bryant and Bryant, 2020, p. 77). Introduced in 2012, the NDM is a nationally recognised framework developed to empower, standardise and review police decision making (Bryant and Bryant, 2020, p. 77). It consists of seven areas, where the central element involves consideration of the code of ethics, including the policing principles and standards of professional behaviour (College of Policing, 2013). This meaning all my actions needed to represent these values.

Surrounding the code of ethics, the model leads into the steps of gathering information and intelligence followed by assessing the associated threats and risks (Bryant and Bryant, 2020, p. 77). This included gathering information quickly such as

the female's initial disclosure, also making observations when approaching the suspect such as his personal features (aggression, height, build and perceived strength for example), for consideration should use of force be required.

Following these steps, the NDM moves into consideration towards relevant police powers and policies (Bryant and Bryant, 2020, p. 77). Here, I made quick decisions around my power to arrest the suspect, combined with my use of force powers which thankfully were not required.

The next step within the NDM leads into identifying options and contingencies (Bryant and Bryant, 2020, p. 77). Here, I pulled on my situational understanding to develop potential actions, each required to be "JPLANE" meaning they are "justifiable, proportionate, legal, accountable, necessary and ethical" (College of Policing, 2014). At this time, my considerations ranged from the male's immediate arrest, to moving him towards our police vehicle whilst engaging in conversation.

Within the latter stages of the NDM, the model moves into taking action (Bryant and Bryant, 2020, p. 77). My chosen approach here was to immediately arrest the male, preventing any escalation or attempt to escape. The final stage of the NDM is then a review element (Bryant and Bryant, 2020, p. 77), providing opportunity to reassess, critique and take personal develop from the situation. For example, a Police Constable may find the desired outcome to be achieved or there may be the requirement to re-visit the NDM process again given an adjusted situation.

Within my NDM considerations, I was also mindful of the potential for discretion. This allows Police Constables to use professional judgement to decide the appropriate action or inaction to be taken, dependant on the circumstances. This links back into the code of ethics element of the NDM through areas such as accountability and leadership (College of Policing, 2013). Using discretion well can result in improved public perception however it is vital that actions are fair and consistent. Dugger (2014) argues within recent years police discretion has resulted in the loss of public trust and respect for police. Dugger (2014) adds this is amplified through instances in the United States of America where a seemingly disproportionate use of deadly force towards the black male community has led to widespread feelings of discrimination, unfair treatment and damaged police reputation.

Throughout the incident I was also continually aware of my responsibilities within the Criminal Procedure and Investigation Act 1996 (CPIA) (The National Archives, 1996). This act includes the code of practice for Police Constables regarding information management, whereby all information relevant to an investigation needs to be 'recorded, retained and revealed' (Ministry of Justice, 2015). The reveal element here means all information relevant to the investigation, including anything not used by the prosecution, must be disclosed to the defence team. This is extremely important, whereby any information withheld may be considered done so to prevent it supporting a defence for the accused. In this incident it was therefore vitally important to ensure all the golden hour enquiries (College of Policing, 2013) were fully recorded, laying strong and fair foundations for the investigation ahead.

Within South Wales Police, there is an investigation team who own the suspect interview and final case file preparation stages with all domestic abuse instances, forming a huge support for frontline response teams. Given this incident was within this area my responsibility then turned towards the creation of the investigation hand on package, ensuring all information was recorded correctly, with redactions made to remove any sensitive information not relevant to the investigation.

From the evaluation section of Gibbs' Reflective Model (MindTools, 2016) I am overall proud of my quick actions and feel the outcomes were achieved well, with the male being efficiently arrested and the victim suitably supported. In hindsight however I would like to feel less nervous prior to my arrival, this I feel will improve with experience and would have likely led to me being more composed with the victim during my first discussion, as opposed to expecting an immediate physical altercation.

In illustration of how policing values were engaged throughout the incident, in line with the Code of Practice (College of Police, 2013) all individuals involved were treated fairly, equally and with integrity. The suspects calmness for example having no impact on the overall outcome, with him being arrested as consistent with if his attitude had been aggressive and hostile.

The final explored area within the incident is the role of unconscious bias. I find clarity on unconscious bias from the Imperial College London who explain this to be automatic judgements, made instinctively based on upbringing, environment and past experiences (Imperial College London, n.d). Surrounding the domestic violence

topic, a common view here being that males are usually the aggressor towards female victims, this clearly not being correct in many cases. Similarly, when travelling to the scene, due to the reported disclosure of an assault, I found myself confident that an arrest was going to be completed, even prior to my arrival. This in hindsight is a poor mindset to adopt moving forward.

The outcome of this case is that in interview, the male pleaded guilty to the charge of common assault given the level of injury inflicted. Meanwhile the support referrals for the female progressed well, leading to her receiving beneficial sources of advice and guidance to protect herself moving forward.

In analysis (MindTools, 2016), I believe the outcomes were positive due to our quick actions upon arrival, combined with the strong detail within the report call. In my experience so far, few reports have contained such clarity, with many calls being cancelled early meaning only minimal information has been gained. In conclusion (MindTools, 2016) the incident has provided me the opportunity to gain experience and confidence with domestic abuse situations. As detailed within my earlier reflection, my nervousness when approaching situations where physical altercation appears likely is an area I am looking forward to developing and will form a focus within my action plan (MindTools, 2016) moving forward. My tutor and I have since agreed to self-assign as many domestic abuse reports as possible until the end of March 2022, to build experience in this fast paced and potentially confrontational incident type.

Word count – 1647

Task 5

Personal Development Plan (PDP) / Learning Plan.

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

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Improve my physical training routine.	Alongside work and study, planning into my daily routine one hour of space for physical training.	I will support myself through self-discipline. My sergeant will also support me through helping my application to the South Wales Police sport/gym club.	Action: Build and adhere to a physical training plan, this including cardio and weight training. Timeframe: Plan to be created by the end of January 2022. Adherence to be completed until the end of March 2022.
Improve my ability to multitask within communication – balancing situational awareness with active listening.	When dealing with conflict or domestic violence situations I have agreed with my tutor that I will predominantly take	My tutor will support me through enabling me to take the account of aggressors combined with	Action: Complete five successful instances of gaining aggressors accounts.

	the aggressors account. This will allow me more opportunity and experience to develop this area.	providing feedback following incidents.	Timeframe: To be completed by the end of March 2022.
When dealing with victims reluctant to provide statements, being transparent in the potential requirement of my own disclosure statement	My tutor and I have agreed to focus on attending an increased volume of instances where the victim is less likely to provide a statement. This will provide me opportunity to develop in this area.	My sergeant through allowing my tutor and I to select some of our incident attendances, should relevant scenarios be rare to occur.	Action: Attend three instances where a victim is not initially willing to provide a statement. Timeframe: To be completed by the end of March 2022.
Increase my experience in attending domestic violence incidents.	My tutor and I have agreed to focus on attending more domestic violence incidents, to grow my experience in this area and reduce my nervousness upon initial travel to scene	My sergeant through allowing my tutor and I to select some of our incident attendances where required	Action: Attend five instances of domestic violence where the aggressor is reported to be at the location. Timeframe: To be completed by the end of March 2022.

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.

American Psychological Association (2012) *Building you resilience*. Available at: <http://www.apa.org/topics/resilience> (Accessed: 19 January 2022).

Baird, V. (2021) *Next steps for special measures*. Available at: <https://www.thesurvivorstrust.org/Handlers/Download.ashx?IDMF=cff4d28e-02ec-474e-83f7-00f4ada55fe3> (Accessed: 21 February 2022).

Brown, P.C. Roediger, H.L. and McDaniel, M.A. (2014). *Make it Stick: The Science of Successful Learning*. Cambridge, Massachusetts: Harvard University Press.

Bryant, R. and Bryant, S. (2020) *Blackstone's Handbook for Policing Students*. 15th edn. New York: Oxford University Press.

College of Policing (2013) *Investigation*. Available at: <https://www.app.college.police.uk/app-content/investigations/investigation-process/#golden-hour> (Accessed: 28 February 2022).

College of Policing (2013) *National Decision Model*. Available at: <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/#policing-principles> (Accessed: 28 February 2022).

College of Policing (2014) *Code of Ethics*. Available at: <https://www.college.police.uk/ethics/code-of-ethics> (Accessed: 31 January 2022).

College of Policing (2020) *Conflict management skills*. Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills> (Accessed: 31 January 2022).

College of Policing (2020) *Rapport building*. Available at <https://www.college.police.uk/guidance/obtaining-initial-accounts/rapport-building> (Accessed: 31 January 2022).

College of Policing (2020) *Witnesses' own words and open questioning*. Available at: <https://www.college.police.uk/guidance/obtaining-initial-accounts/witnesses-own-words-and-open-questioning> (Accessed: 31 January 2022).

College of Policing (2022) *Competency and Values*. Available at: <https://profdev.college.police.uk/competency-values/> (Accessed: 13 February 2022).

Cottrell, S (2018) *Mindfulness for Students*. London: Macmillan Education UK.

Drinkaware (n.d) *Alcohol and Aggression*. Available at: <https://www.drinkaware.co.uk/facts/health-effects-of-alcohol/mental-health/alcohol-and-aggression> (Accessed: 31 January 2022).

Dugger, A (2014) *Ethics, Discretion & Professionalism in Policing*. Available at: <https://study.com/academy/lesson/ethics-discretion-professionalism-in-policing.html> (Accessed: 28 February 2022).

Equality and Human Rights Commission (2021) *Article 5: Right to liberty and security*. Available at: <https://www.equalityhumanrights.com/en/human-rights-act/article-5-right-liberty-and-security> (Accessed: 31 January 2022).

Equality and Human Rights Commission (2021) *Protected Characteristics*. Available at: <https://www.equalityhumanrights.com/en/equality-act/protected-characteristics> (Accessed: 20 February 2022).

Finneran, M. (2021) *Surviving domestic abuse: formal and informal supports and services*. New York: Routledge, Taylor & Francis Group.

Imperial College London (n.d) *Unconscious bias*. Available at: <https://imperial.ac.uk/equality/resources/unconscious-bias/> (Accessed: 01 March 2022).

Mental Health Foundation (2021) *Stress*. Available at: <https://www.mentalhealth.org.uk/a-to-z/s/stress> (Accessed: 19 January 2022).

MindTools (2016) *Gibbs' Reflective Cycle Helping People Learn From Experience*. Available at: <https://www.mindtools.com/pages/article/reflective-cycle.htm> (Accessed: 29 January 2022).

Mind (2019) *Nearly 8 in 10 police officers recently felt stressed, finds Police Federation*. Available at: <https://www.mind.org.uk/news-campaigns/news/nearly-8-in-10-police-officers-recently-felt-stressed-finds-police-federation/> (Accessed: 19 January 2022).

Mindful (2020) *What is Mindfulness?* Available at: <https://www.mindful.org/what-is-mindfulness/> (Accessed: 09 February 2022).

Ministry of Justice (2005) *The Code of Practice for Victims of Crime in England and Wales and supporting public information materials*. Available at: <https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crime> (Accessed 08 February 2022).

Ministry of Justice (2015) *Criminal Procedure and Investigations Act Code of Practice*. Available at: <https://www.gov.uk/government/publications/criminal-procedure-and-investigations-act-code-of-practice> (Accessed: 28 February 2022).

Ministry of Justice (2021) *The Code of Practice for Victims of Crime in England and Wales (Victim's Code)*. Available at: <https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crime/code-of-practice-for-victims-of-crime-in-england-and-wales-victims-code> (Accessed 08 February 2022).

Pears, R. and Shields, G. (2016) *Cite them right: the essential referencing guide*. 10th edn. Basingstoke: Palgrave.

Refuge (2021) *A year of lockdown: Refuge releases new figures showing dramatic increase in activity*. Available at: <https://www.refuge.org.uk/a-year-of-lockdown/> (Accessed: 30 January 2022).

Smith, D (2020) *Nonverbal Communication: How Body Language & Nonverbal Cues Are Key*. Available at: <https://lifesize.com/en/blog/speaking-without-words/> (Accessed: 30 January 2022).

The National Archives (1991) *Criminal Justice Act 1988 Section 39*. Available at: <https://www.legislation.gov.uk/ukpga/1988/33/section/39> (Accessed: 28 February 2022).

The National Archives (1991) *Criminal Law Act 1967 Section 3*. Available at: <https://www.legislation.gov.uk/ukpga/1967/58/section/3> (Accessed: 30 January 2022).

The National Archives (1991) *Police and Criminal Evidence Act 1984 Section 17*. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/17> (Accessed: 30 January 2022).

The National Archives (1991) *Police and Criminal Evidence Act 1984 Section 24*. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/24#> (Accessed: 17 February 2022).

The National Archives (1991) *Police and Criminal Evidence Act 1984 Section 117*. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/117> (Accessed: 30 January 2022).

The National Archives (1991) *Offences against the Person Act 1861 Section 18*. Available at: <https://www.legislation.gov.uk/ukpga/Vict/24-25/100/section/18> (Accessed: 28 February 2022).

The National Archives (1996) *Criminal Procedures and Investigations Act 1996*. Available at: <https://www.legislation.gov.uk/ukpga/1996/25/contents> (Accessed: 28 February 2022).

The National Archives (2015) *Serious Crime Act 2015 Section 76*. Available at: <https://www.legislation.gov.uk/ukpga/2015/9/section/76> (Accessed: 08 February 2022).

Women's Aid (2020) *Impact of Covid-19*. Available at: <https://www.womensaid.org.uk/evidence-hub/research-and-publications/evidence-briefings-the-impact-of-covid-19-on-survivors-and-services/#1585739910691-6b8d326b-5792> (Accessed: 28 February 2022).

Women's Aid (2021) *Criminalisation of coercive control reaches six-year anniversary*. Available at: <https://www.womensaid.org.uk/criminalisation-of-coercive-control-reaches-six-year-anniversary/> (Accessed 08 February 2022).

Women's Aid (n.d) *What is coercive control?* Available at: <https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/coercive-control/> (Accessed: 08 February 2022).

CONFIDENTIALITY and PLAGIARISM – Will be confirmed through Turnitin.

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

By signing the section below you are acknowledging your progress on O.C.P. This is recognised by the university as work that is fully supporting this module and is equivalent to 500 words towards the overall wordcount.

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

Signed: __James Balchin____ (Learner - Electronic signature or type name)

Date: __03/03/2022 _____