

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: Charlotte Mages

Learner's University Registration Number: 2031220

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

Throughout my initial six months of learning I have encountered numerous obstacles in the form of balancing family and personal life, working full time, learning how best to prioritise my time to learn and retain new information.

In order to develop resilience and minimise the stress of the above, I utilised the coping strategy of focusing upon certain areas of my physical and mental health. These areas include sleep, being active, relaxation techniques and eating healthy. I found that by focusing on these areas of my physical and mental health this helped me to maintain a healthy state of mind and perform well academically whilst managing the potentially overwhelming pressures of being a student police constable.

The first area I have focused upon is sleep. Poor sleep has been linked to mental health problems which is supported by Mind.org (2019). Mind.org (2019) identify that poor sleep is linked to feelings of worry, stress, tiredness, difficulty coping with daily life and low self-esteem. Whilst adapting to my new role as a police constable I've experienced first-hand how difficult it can be to retain new information as a direct result of tiredness. Being a mother to a toddler has definitely exacerbated the situation and it became essential for me to adapt and overcome my new circumstance to ensure I didn't fall behind.

As sleep has been identified as being an important factor in developing resilience, reducing stress and affecting mental health, I implemented measures in my personal life to reduce the amount of disrupted sleep. By doing this, this has helped with balancing work and personal life as well as keeping my mental state healthy and allowed me to perform well academically.

The second area I focused on to minimise stress and develop resilience is being physically active. Physical activity has been positively associated to the improvement of mental and physical health. I found that by utilising the method of exercising as a coping mechanism this increased my well-being both physically and mentally and this can be supported by research conducted by Health Harvard Publications (2020). Health Harvard Publications (2020) highlights the importance that physical activity not only benefits the heart but also benefits the brain. By incorporating physical activity into to my daily routine this increased my mood and health and also helped with regulating better sleep habits.

During clinical studies Health Harvard Publication (2020) identified that endurance athletes successfully used exercise to treat anxiety and depression disorders, which supports the theory that physical activity can be positively associated with psychological benefits. Along with the above publication, supporting research identifies that physical activity has neurochemical components that contribute to mental health benefits. When exercise is preformed, the bodies stress hormones; adrenaline and cortisol levels reduce and stimulates the production of endorphins that increase the brains mood. The effect of endorphins in the brain create a euphoric feeling which increases mood, positivity and a sense of satisfaction (Mental Health Foundation, 2022). By incorporating exercise into my daily routine this had a positive effect on my mental health which allowed me to be able to perform better academically in training school. I subsequently utilised exercise as a coping mechanism in order to minimise stress and develop resilience.

Furthermore, a study identified benefits when incorporating exercise whilst stressed. The hypothesis of the study tested females under four conditions from having a break away from the stress variable. The stress variable in this study were a group of women at college who reported that studying was the biggest stressor. Stress and anxiety was assessed by a standard questionnaire before and after the four conditions over a period of four days. The four conditions consisted of quiet rest, study, exercise and study whilst exercising and all conditions were for 40 minutes each. The outcome of this study emphasised the importance of using exercise to overcome stress, as the condition consisting of 'exercise only' had the most increased calming effect on the stress variable. This implies that when the participants removed themselves from the stress variable (studying) and focused on exercising this produced a positive result reducing the stress variable. In contrast, when the participants were not given the opportunity to have a break from the stress variable the results did not produce the same calming effect as the 'exercise only' condition. (Heath, 2005, p. 2018). This supports that exercise is an important factor when trying to minimise stress and develop resilience.

During the first six months I also incorporated breathing and relaxation techniques when implementing coping mechanisms into my daily routine to reduce stress. By learning the techniques of controlled breathing, yoga, meditation and relaxation techniques this enabled me to be flexible in my approach when trying to reduce stress and develop resilience as these techniques are linked to reduction of blood pressure and stress. Much research suggests that meditation has many benefits that are positively correlated to well-being. Supporting this is Harvard physician, Dr Herbert Benson who developed relaxation responses through meditation to improve mental well-being.

The final component I focused on to minimise stress and develop resilience was eating a well-balanced and healthy diet. As the initial six months of learning has been predominantly a desk type role I made sure that I fuelled my body with healthy foods that had a positive impact on my mental health, whilst incorporating exercising. Evidence suggests that an improved diet improves mood, energy and allows a person to think more clearly (Mind Organisation 2017).

Research has shown a positive link between food and wellbeing (Mental Health Foundation, 2022). The following factors have been considered to be linked with the relationship between food and a person's mental state. This includes making sure the body is consuming enough fluid and eating regularly. By consuming food regularly this prevents a drop in sugar levels which can lead to a low mood and by staying hydrated this elevates the mood.

Whilst learning and retaining new information in training, I adopted a healthy diet in order to perform well academically. I made a conscious effort to consume an adequate amount of fats which contain essential omega-3 and –6 and protein which contain amino acids to help regulate the chemical components in the brain (Mind Organisation 2017).

In addition, research has positively identified a correlation between obesity, food and well-being. During a study by Yau and Potenza, (2013) they identify that stress is linked to obesity and other metabolic diseases. They also state that stress can change eating patterns and salience of hyper-palatable foods over time that can trigger neurobiological adaptations that increase compulsive behaviour resulting in obesity. This highlights the importance of maintaining a healthy diet whilst under stress which is something I have done throughout training and will continue to do so throughout my policing career.

A coping mechanism that can be utilised whilst adapting to challenging situations both in personal and work life to minimise stress and develop resilience is the Gibbs Reflective Cycle Model (1988). This model consists of a framework that incorporates self-reflection from past experiences to develop a clear understanding of what areas need to be developed and improved. The framework consists of five stages that enables the process of developing the root cause of the situation and learning from it.

In comparison, research suggests that the Gibbs reflective model (1988) is beneficial in nursing practice. This can be applied to policing as both industries deal with high demands, challenges and difficult situations. The model was utilised for a nurse to reflect on the positives and negatives of the handled situation. It highlights the productivity, personal traits and behaviours of how the nurses managed working under pressure.

It has been noted that the benefits of the Gibbs model in nursing not only focuses upon the importance of the process such as what went well and what did not go well but it also focuses on the feelings and emotions that were felt at the time of the situation (Howatson-Jones 2016). By adapting this reflection model to policing it enables a process that does not solely focus on the end result or outcome. The model enables the reflection, learning, feeling and emotion behind the outcome in order to learn from past experiences and mistakes (Bulman and Schutz 2013). By adapting this approach to a situation it is beneficial to fully understand the situation and know the feelings that were felt in order to reduce stress and develop resilience.

The coping mechanisms; eating healthy, exercising, relaxation techniques and sleep all are positively correlated to reducing stress and developing resilience. I have used the above coping mechanisms throughout my first six months in training school to ensure that my well-being is being catered for whilst undergoing new challenges and demands. The coping mechanisms that have been incorporated to my daily routine over the past six months will be continued due to the positive effect on my well-being and mental/ physical health.

1481 Words

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:

During my time as a Police Constable I've attended a vast array of calls, all with differing levels of conflict. An example of this would be a road traffic collision involving a male who was under the influence of drink and drugs. I attended this call and played a significant role in resolving the matter.

A report was received from paramedics who'd driven passed the incident. There were two aggressive males who appeared drunk next to a motor vehicle which had collided with a metal pedestrian barrier.

Whilst on route to the incident, I investigated the initial report that was received and searched the police systems to identify if any further details had become known. I then utilised my knowledge of the national decision model (NDM) to conduct a dynamic risk assessment and develop a working strategy prior to arrival.

The NDM consists of six elements and each component plays a unique part in the decision making process of a policing incident. The NDM provides a framework to critically analyse the decision making process utilising professional judgement and discretion to achieve the best possible outcome.

By applying the NDM to the incident I was able to identify potential risks and threats, gather information and intelligence, consider the powers and policies in line with legislation and force policy. I also ensured that the code of ethics, the policing principles and the human rights act were considered. I developed a working strategy, contingency plan and options that were going to be undertaken at scene. When the options had been decided I then implemented these into the actions taken at the scene.

Prior to arrival, I considered the impact factors that were initially reported. The initial report stated that the two males present appeared to be drunk and aggressive. I then applied a dynamic risk assessment for these factors and implemented a strategy that would minimise the risk to myself, colleagues and all persons present. In order to reduce the conflicting situation it was crucial that impact factors were considered. By identifying the impact factors this ensured that the threat and risks were minimised as impact factors are associated with heightened risk and threat in conflicting situations. This is supported by the College of Policing (2020) who state that "impact factors can make potential conflict situations at a higher risk."

On arrival there were two males, one female and ambulance crew. Whilst getting out of the vehicle, one male became extremely hostile and started shouting derogatory terms towards me and started to make off from officers. My colleague and I immediately gave chase and brought the male back to the incident location.

Whilst reassessing the situation by using the NDM, I used my situational awareness to assess the potential risks of how I needed to take control and manage the incident without losing any evidential opportunities and minimise risks.

Whilst at the location, the male present was hostile and aggressive and instantly took a dislike to me. When I asked for his personal details, he began to profusely swear and refused to provide me with his details. During the incident I ensured that a continuous risk assessment was being administered to re-assess the risks and threats during the conflicting situation. I ensured the safety of all persons present and created a clear and safe distance in case the situation escalated. By ensuring there was a safe distance between all persons this reduced the possibility of police getting assaulted. Evidence suggests that police have a heightened chance of becoming assaulted during conflicting situations (College of Policing, 2020).

A decision of what steps needed to be taken were identified as the male was not cooperating and appeared to be intoxicated of liquor and under the influence of drugs which made him more irritable and hostile at scene.

Although the male refused to provide me with details initially, I had reasonable grounds to suspect that the male was unfit to drive through drink or drugs and was the driver of a motor vehicle when it collided into metal barriers. I conducted a dynamic risk assessment to reduce the threat and risks surrounding the males arrest as he was still irate and aggressive. I utilised the following models into my decision making process whilst depriving the male of his liberty and to prevent the conflicting situation from escalating.

Due to the male's aggressive demeanour and the refusal of details, I initially took a stern approach which started to reflect in the male's attitude and behaviour as he was also exhibiting a stern approach. I then implemented a change of strategy by adopting Betari's Box model to prevent the situation from worsening.

Betari's Box highlights the importance of how the attitude and behaviour of a person can negatively or positively affect another person's attitude and behaviour. The model focuses upon the significance of being able to manage conflicting situations by adapting a person's attitude and behaviour thus resulting in that being reflected in the receiving person's attitude and behaviour (College of Policing, 2020). That being said, I changed my approach and adopted a softer approach which resulted in the subject slowly showing signs that his aggression and hostility was reducing.

I also incorporated the use of non-verbal communication skills by adopting a relaxed posture and used body language that was not aggressive portraying to the subject that I was willing to listen and understand the situation.

As I adapted this strategy the male's demeanour changed and was forthcoming with information of what had happened suggesting that Betari's Box is an effective model when dealing with conflicting situations.

Whilst gathering the subject's version of events, I adapted the L.E.A.P.S Model. As described by the College of Policing, (2020) this model provides flexibility and a structured approach when communicating. The model identifies five elements that are used for effective communication when dealing with confrontational situations, however this model can also be used in non-confrontational situations. I implemented this model into my approach when dealing with this incident to defuse the hostility and aggression that the male was portraying.

The first element of the model is 'Listen'. By listening to what the subject said, this not only helped me to understand the situation but it also helped the subject to express their feelings and version of events. By doing this, I built a rapport and trust with the male by actively listening which he later disclosed to me that he lost control due to being under the influence of drink and drugs.

The second element of the model is 'Empathy'. Even though the male had committed several offences, I encompassed a compassionate manner and expressed empathy throughout my time with the male. I remained impartial, open-minded, non-judgemental and understanding. During this incident I was able to self-regulate my emotions and ensured that I was emotionally aware of what was going on. This can be evidenced as I was able to identify the male's tone of voice changing showing signs of concerns and worry.

Whilst communicating effectively to the male, I informed him of the impact and consequences his behaviour had on others. Thankfully in this incident there were no injuries sustained however by informing the male of the serious impact his behaviour has on others, this could possibly help to prevent further re-offending.

The third element of the model is 'Ask'. By implementing this element into the situation I was able to gather more information and clarify the circumstances. Once the subject had told me what had happened, I relayed this information back to my sergeant who was updated

throughout the process. Due to this being a traffic offence I also sought guidance from traffic officers which helped in the overall decision making process of the outcome.

The fourth element of the model is 'Paraphrase'. This is the process of active listening and understanding. During the incident, I repeated the information that the male had provided me with to ensure that I understood the account he had given. This enabled me the opportunity to build a rapport with the male and reassured him that his account has been taken seriously.

The final element of the model is 'Summarise'. This phase focuses upon reviewing the actions taken and putting a rationale behind the actions taken onto the police systems. This ensured that throughout the process I remained transparent and professional.

In contrary to the subject's version of events, the paramedics stated that prior to police arrival the other male present admitted fault to driving the vehicle at the time of the incident. During this time the male who I had been building a rapport with had overheard this information and began to become aggressive and irate again.

Even though I had previously implemented the Betari's Box Model, this strategic was no longer applicable as the males aggression was exacerbating. I then decided to adopt the five-step appeal model to defuse the situation before the matter escalated. As the male was showing a considerable amount of resistance which was heightened due to impact factors action needed to be taken imminently. The model has five stages that focuses upon officers controlling resistance and giving the persons involved the opportunity to comply with their requests.

The first stage of the model is 'Simple Appeal'. This stage is a simplistic approach by asking the person to comply with a request. I gave the male the opportunity to comply with this option however he continued to shout derogatory terms towards me.

The second stage of the model is 'Reasoned Appeal'. This stage focuses upon the reasoning and explanation of the request and informs the person of the legislation and policy supporting the request. During this phase I explained to the subject that he was being arrested under Section 4 of the Road Traffic Act 1988 and there was no reason to be aggressive towards me.

The third stage of the model is 'Personal Appeal'. At this stage I added a personal element and emphasised the detrimental effect that the incident could have had on other people and his family. The subject became disengaged and simply replied "I don't care".

The fourth stage of the model is 'Final Appeal'. This stage highlights the importance of having four previous opportunities to comply with the requests being asked. During this stage I gave the subject a final opportunity to comply with my request by asking if there was anything I could reasonably do, however he still continued to be disengaged.

The final stage of the model is the 'Action' phase. The subject became extremely aggressive when he discovered that not only was he going to be arrested but as was his friend. I tried to utilise the Betari's Box model however the male was too aggressive to listen to what I was saying. The male continued to be aggressive and resisted arrest but eventually was

handcuffed to the rear as I continued to implement the Betari's Box method in order to defuse the conflicting situation. Before entering the van the subject's identity was established and further offences were committed such as driving without a licence and failed to provide valid car insurance. He was then further arrested and searched by a male officer under Section 32 of the Police and Criminal Evidence Act 1984.

The actions that were taken during this incident were lawful, proportionate and justifiable. During the incident I was aware of how my attitude and behaviour were impacting the male's attitude and behaviour. Initially when I adapted my attitude and behaviour through verbal and non-verbal communication, the aggression subsided and the male became forthcoming with information. However, when the subject had overheard that his friend was also getting arrested, he became enraged and I was unable to calm him down as I had managed previously. This could have been due to the subject's emotional part of the brain taking a primitive role.

The emotional vs rational brain theory has been implemented in this incident in order to understand the demeanour of the subject. The emotional vs rational brain highlights the significance of two different ways of dealing with situations. Usually the both parts of the brain work together however when emotions are extremely heightened the emotional part of the brain takes control and has the primacy role. Due to this, the rational part of the brain loses the ability to play as much of a vital part resulting in the trigger of aggression.

In addition, the subject's emotions could have been heightened due to the impact factors which in turn lead to the inability for the subject to be able to rationalise the situation leading to a more aggressive state.

Upon reflection, the NDM was implemented to justify the rationale behind the actions that I took and the threats and risks that were assessed during the incident. I implemented several models that helped during the decision making process of the aggressive male to prevent the situation from escalating. I believe that during this incident I made the correct choices when dealing with the subject and managed to take control of the hostility and aggression that I was presented with.

I used the code of ethics and the mnemonic J.P.L.A.N.E which stands for (justifiable, proportionate, accountability, necessity and ethical) in line with powers and policies to arrest the male whilst not impacting the subject's human rights as I choose to deprive him of his liberty. The male's human rights were taken into consideration and complied with and not breached. I remained transparent in the actions taken and documented the rationale on police systems and evidenced on body worn video.

I believe that whilst I was in my first initial 6 months of training I developed and acquired skills that were needed to be able to manage and control conflicting situations and this was due to scenario-based learning. On several occasions I had to partake in practical's that were based upon realistic scenarios involving ambiguous situations or complex problems (College of Policing, 2020) which helped me to use initiative and implement the NDM to develop a working strategy.

The scenario-based learning enabled me to transition my knowledge and skills to a real-life situations. By being exposed to situations of aggression through a realistic approach this

developed the confidence that was needed to manage the situation of conflict and prevent things from escalating.

As highlighted by Wheller et al. (2013) students who are given the opportunity to practise their skills and receive feedback to prevent future mistakes from happening. That being said, there are many skills that I am yet to develop and I'm sure given the time more skills and knowledge will be developed. Reflecting on this encounter I should have not have taken a stern approach initially, however this will be considered when dealing with future conflicting situations.

When dealing with future incidents, I will consider the severity of how impact factors can increase a person's aggression and hostility. At the time I was unaware of the level of intoxication of the male from alcohol and drugs as he had refused a road-side test, which the level was later discovered when he was conveyed to hospital.

2519 Words

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:

An incident where I played a significant of dealing with an incident involving cultural issues. The incident referred to was of a male sending threats to kill and a graphic video of him stabbing himself in the chest.

Due to the nature of this call, firearms were deployed however due to the distance of the incident, divisional units arrived first.

Whilst on route to the location, I applied the national decision model and started to assess the risk and threat that I was potentially going to be dealing with. Firstly, I accumulated all the relevant information and intelligence available. Fortunately, I was aware of the male residing at the address as I had arrested him several days prior to this call for grievous bodily harm. Due to this, I was able to adapt my approach and communication skills whilst dealing with the male as he suffers from mental health, suicidal thoughts, has tendency to become violent and was a drug and alcohol user.

Whilst approaching the male's address, I noticed the male come out from him address, put his hood up and ran onto old hospital grounds that have been recently renovated into flats. I informed my colleague to immediately stop the police vehicle as I needed to ensure the safety of the male and the general public.

During this time a dynamic risk assessment was applied in order to protect and safeguard all persons. As the firearms units had still not arrived by this point, I made the decision in order to pursue the male with my colleague who was taser trained. The rationale behind this decision was not only to safeguard the members of the public due to the male possibly having a knife on him, but it was also to safeguard the victim who was also the offender in this situation from harming himself. During the risk assessment I considered alternative communication skills when dealing with the male as I was aware that the male was under the influence which would impact his ability to rationalise his thoughts.

Whilst at the location, it was empirical that I examined the risk and threats thoroughly due to the male potentially possessing a weapon. The vicinity was large in size and required additional units in order to locate the male without any harm taking place on any person including himself.

I contacted the National Police Air Service to assist in the location of the male as the grounds were too large to examine by two officers. By requesting for additional units this ensured that the public and the victim/offender would be safeguarded and the community would be reassured by the police presence.

I then contacted the reporting person who was the victim of the threatening messages and received the video of the male stabbing himself. Whilst on the phone to the victim she was extremely upset and I made sure that I adapted my approach and expressed empathy and compassion to provide trust and reassurance.

I had asked the victim if she had received any contact from the subject to which she stated that he had been texting her stating that he was going to kill her for getting the police involved and then he was going to kill himself.

The victim was also receiving numerous texts such as “goodbye” and “give my little boy a kiss for me and tell him I love him”. By these texts being sent to the victim not only did I have to try and manage the victim’s emotions but I knew that I needed to act promptly to prevent anything from worsening. Throughout the incident I kept adapting my approach as all persons involved emotions were heightened affecting their response to my actions.

As the victim was hysterical she was unable to keep control of her emotions and became abusive down the telephone stating that it was the police fault to why he was going to kill himself. I addressed this issue with the victim and reassured her that the police were trying to locate the male in order to bring him to safety so he does not hurt himself or others. I reassured her that her safety was paramount and I would seek to get the right help and support for all parties involved. I then explained to the victim at a level she was able to understand of the reasons why I needed to locate the male to maximise all people’s safety.

Although the aim was to locate the male who posed a risk to himself and others, I also had a significant role in being able to manage all victim’s needs and expectations whilst dealing with the on-going incident. This is in line with legislation and force policy and is supported by The College of Policing (2021) which states that the “code of practice sets out the services and minimum standards that must be provided to victims of crime by organisations and this is enshrined within 12 rights”. By following the code of practice this provided the victim

reassurance and trust within the police and I acted with respect, compassion and sensitivity which was in the best interest of the male, members of the public and the victim.

The victim is entitled to twelve rights which set out the victims entitlements throughout the policing process. During the process an assessment will be conducted to assess if the victim is entitled to enhanced rights. These rights provide additional support for victims who are vulnerable or intimidated, victims persistently targeted and those subject to the most serious of crimes.

The twelve rights the victim is entitled to are:

Right One – ‘To be able to understand and to be understood’.

This right enables the victim to be able to communicate to the police in accordance of their expectations and to be understood during the investigation and also understand the process of it. This provides a voice to the victim ensuring that they are heard and that the police will make all relevant lines of enquires to resolve the incident. The police should positively engage with the victim at the first instance in order to identify if there are any communication or barriers in the way.

Right Two – ‘Have the details of the crime recorded without unjustified delay’

This right ensures that the crime is identified correctly on police systems. The responsibility of the officers is to accurately record the incident and contact the victim imminently and kept updated throughout the investigation.

Right Three – ‘To be provided with information when reporting the crime’

This right ensures that the victim shall be contacted within five working days by form of written communication unless they have been identified as encompassing entitled enhanced rights then they will be contacted in one working day. When the contact is made the victim must receive the officer in the case name, a crime reference number, and details of the incident and the process of the criminal justice system. The victim should be informed of the support available, the procedure of the victim personal statement, information about compensation and the restorative justice process which will be explained by the initial contacting officer.

Right Four – ‘To be referred to services that support victims and have services and support tailored to their needs’

This right ensures that the victim is referred to the relevant support services within two working days that the crime was reported. The relevant support services will receive a referral at the earliest opportunity. This will include services such as submitting a public protection notification, enhanced rights and special measures being identified, sharing information with partner agencies who are able to provide the best support for the victim and reassessing the victim’s needs throughout the investigation process.

Right Five – ‘To be provided with information about compensation’

This right ensures that victims receive information of how to claim for compensation for any loss, damage or injury caused as a result of a crime.

Right Six – ‘To be provided with information about the investigation and prosecution’

The police are to update victims at the point where a key decision has been made in the investigation and explain this to them. This needs to be within five working days or if entitled to enhanced rights then this should be within one working day.

Right Seven – ‘To make a victim personal statement (VPS)’

This right provides the opportunity for the victim to provide a VPS explaining how they have been affected by the crime. The VPS will be taken before it goes to court and is different from that of a statement being taken from a victim. The VPS is entirely optional for the victim and the court procedure will be explained to them about the role of the VPS.

Right Eight – ‘To be given information about the trial, trial process and a victim’s role as a witness’

This right provides victims with adequate support if the case is going to court. The process will be explained by witness care providing ease for the victim of the information surrounding court.

Right Nine – ‘To be given information about the outcome of the case and any appeals’

This right ensures the victim receives an update of the outcome of the court result by the witness care unit. This enables the victim to ask any questions of how the decision has been made and a brief summary of the reasons behind the decision will be given.

Right Ten – ‘To be paid expenses and have property returned’

This right enables the victim to be paid for expenses by the Crown Prosecution Service if they attend court. The victim also has the right that once the police have finished their investigation they will receive their property back.

Right Eleven – ‘To be given information about the offender following a conviction’

If a victim is eligible they will have the right to receive information about the offender. Victims also are entitled to be consulted by the police if an application is made in regards to their sex offender notification requirements.

Right Twelve – ‘To make a complaint about a victim’s rights not being met’

If the victim has not received any of their rights under this code then they are entitled to make a complaint against the police. It is the police officer responsibilities to ensure that throughout the crime the victim has been given the rights and relevant information regarding their case.

In relation to this incident, the victim was given the codes of victims' rights to ensure that throughout the process she received the support that she was entitled to. During this incident not only was the reporting person a victim but the offender was also a victim. The offender had made threats to kill to an ex-partner but he was also mentally vulnerable and had potential to cause more injury and harm to himself.

Upon the arrival of other officers, I had given them each points to search for this male making sure that all entrance and exit points were covered. A witness who resides on the grounds had stated that she could see a male hiding in a bush and he was covered in blood. At this point, a dynamic risk assessment was applied with the aim to save life and limb. I made route to the location of the male with a taser trained colleague to which the male made off from us on foot.

I continued to pursue the male and managed to catch up with him whilst he jumped over a fence into an industrial sized bin. I made sure that all members of the public were cleared from the area and went over the air stating that the male had been located and that I needed ambulance assistance who were currently waiting at the entrance of the grounds.

After considering everyone's safety, the next step was to get the male out of the bin for his safety. I shouted simple terminology for the male to understand such as "drop the weapon" and "show us your hands", to which he did and there was nothing present. He was then removed from the bin and a search was conducted locating the knife which was then seized.

The male was escorted to the ambulance where he had stated that he was under the influence of crack cocaine and wanted to end his life. Surrounding the circumstances of this incident, I decided that it was in the best interest of the male to section him under 136 of the Mental Health Act 1983.

I decided to section the male as he appeared to be suffering from a mental disorder and needed immediate medical attention. As the male was known to me, I had witnessed the deterioration of his mental health over several days as he was showing signs of the inability to process and retain information. By sectioning him this ensured that he was going to receive appropriate help and would be safeguarded and protected. Before deciding to section the male I addressed him on a level that is appropriate and that he was able to understand.

Although threats to kill were made to the victim, I informed her that the male had been located and that he needed to be taken to hospital to be assessed under police supervision. The victim understood and later stated that she did not want to make any complaints and would rather her ex-partner receive the appropriate support he needs.

The male was then escorted to a Mental Health Hospital to be professionally assessed. As the male was under the influence of drugs and alcohol he had to wait to be seen which enabled him to sleep off the last couple of hours which were erratic.

Once the male had become sober he apologised for his erratic and impulsive behaviour and stated that due to being under the influence he was not able to recall all that he said and did.

Upon returning to the police station, the appropriate forms were submitted such as the mental health form as the male was sectioned, the public protection notification for both parties which allows additional support to be requested from partner agencies and a referral was made to victim support. Reassurance visits were later scheduled to the witnesses and victims and patrol strategies were put in place to provide reassurance to the community.

After reflecting on this situation, it has helped me to develop the ability to adapt my approach that was appropriate to the males needs. This was my first time sectioning someone and although the incident was erratic, it has shown me that the male was acting in that manner as a cry for help.

The male later stated that his mental health has stemmed from childhood due to being abused. This could suggest that the male would benefit from additional help to identify the root cause in relation to adverse childhood experiences.

In addition, research conducted by Illinois Criminal Justice Information Authority (2019) states that there is a theoretical framework to explain the relationship between victimisation and later offending. A theory supporting this is known as the social learning theory of aggression which consists of intergenerational transmission of violence passed through generations' observed by social learning and thus is learned as a problem solving technique. This is relevant to this male's case as from looking at his previous history he has been the aggrieved whilst he was younger. By also knowing this, this enabled me to be able to refer the male for additional support such as counselling and therapy which could help when addressing adverse childhood experiences.

The importance of the incident is to be aware that not all persons are solely offenders and can also be victims. This incident identified that cultural issues can affect how a situation can be resolved. The person involved in this incident was under the influence which affected his mental capacity. I had to adapt my approach ensuring that the lack of capacity was considered.

2661 words

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:

The incident where I played a significant role was a call related to a domestic assault who was in possession of a weapon.

Due to risk of the call, I applied the national decision model (NDM) to the incident to make the appropriate decision that was needed during this policing incident. The NDM is a framework that is applied to policing incidents and operations which enables decisions to be challenged and examined during the time of the event and after. By applying the NDM to policing incidents it allows officers to be accountable for their chosen actions and allows officers to use their own discretion and judgement when reducing the risk and threat.

The model consists of six elements which is centred on the code of ethics and the policing principles. The code of ethics sets the standards of behaviour for those who work within policing that reinforces the values, attitudes and beliefs during every-day decision making.

In 1829 Sir Robert Peel, set out the model of unarmed constables patrolling their community and identified the importance between the police and the public. Peel stated that "the police are the public and the public are the police". Peel's principles highlight how the police should operate which are still heavily relied upon in the policing world today.

The nine policing principles were adapted from the original seven principles set out in the 'Principles of Public Life'. The Code of Ethics include the following policing principles which

highlight the significant importance of maintaining public trust and confidence. All members of the police must adhere to the nine policing principles that are; accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect and selflessness.

The Code of Ethics sets the standards and expectations of behaviour which consist of ten professional behaviours that are;

1. Honesty and Integrity
2. Authority, Respect and Courtesy
3. Equality and Diversity
4. Use of Force
5. Orders and Instructions
6. Duties and Responsibilities
7. Confidentiality
8. Fitness for Work
9. Conduct
10. Challenging and reporting improper behaviour

The next stage of the NDM is to gather information and intelligence of the incident. This stage was done prior, during and post arrival. Whilst on route to the incident, I searched the police systems to identify the initial report. By doing this I was able to get a basic understanding of the circumstances and the persons involved in the incident.

Whilst gathering the initial information and intelligence it had been identified that the male involved was a serial domestic aggressor and was known to carry weapons. I conducted further checks to identify if the reporting person was known however this produced a negative result suggesting that there was no malice or false intention behind the call.

The third stage of the NDM is to assess the threat and risk and develop a working strategy. This consists of the analytical stage involving a dynamic risk assessment to identify the risks, harm and threats.

Before arrival, I contacted the reporting persons to identify the location of the weapon and if persons were still present. By doing this, this enabled me to get a better understanding of what action I needed to take immediately and the seriousness of the incident that I was dealing with. Although the male had been identified as a serial domestic perpetrator I implemented the code of ethics into the decision making process ensuring that I did not discriminate the male for his previous warnings and markers. By developing a working strategy this enabled me to identify the current situation, what actions needed to be taken, the possibility of the situation worsening or escalating, the level of risk for; myself, colleagues and all person present and an appropriate course of action to resolve the matter.

The fourth stage of the NDM is to consider powers and policies. I knew that from speaking with the aggrieved that she had been assaulted by her partner which was evident due to the injuries sustained to her face. Due to this, the powers I considered was to arrest the subject because of the assault he had made on his partner, which was also collaborated by witnesses present. The force policy I considered was removing the aggrieved to a place of safety and to seek medical attention. Due to the incident being domestic related I was able to offer the aggrieved support services such as live fear free, a public protection notification, women aids information, victim support referral and the domestic abuse, stalking and harassment and honour based violence model checklist which ensures that the aggrieved

is referred to the appropriate services that can provide help when dealing with this situation. By having knowledge of the policy that are in place for domestic related incidents this allowed me to be able to provide the upmost level of support.

The fifth stage of the NDM is to identify options and contingencies. Whilst identifying the best option to implement, I risk assessed all possible options and made a decision to choose the option that had the highest level of impact to reduce the harm to all persons present. As the information was limited, upon arrival I implemented the five stage tactical communication model that consist of 'simple appeal, reasoned appeal, personal appeal, final appeal and action'. By utilising the five step appeal, it ensured that I utilised all basic tactical communications before any use of force would be applied. As the weapon was present, I implemented the five-step appeal initially before force was applied which was successful as he surrendered the weapon. The decision that I made was proportionate, ethical and justifiable as the male's human rights and the Police and Criminal Evidence Act 1984 were complied with.

The final stage of the NDM is to take action and review what happened. This stage consists of two stages; action and review. During the action step, this allowed me to implement the decision made ensuring that it was the appropriate option to take. Once the option had been implemented I informed the sergeant and custody sergeant that I would be conveying the prisoner to custody and this was all documented on the incident log and 'NICHE'.

The review stage allowed me to reflect on the outcome of the incident. In this incident the outcome was the desired outcome as no further injuries were sustained and the male was arrested with limited amount of force. Upon reflection, the outcome of this incident was positive and tactical communications will be used in future incidents to defuse the situation. However, that being said I will also implement other strategies when there is a high risk of weapon involvement.

One of the most important elements in the NDM and everyday policing is discretion. Discretion is a tool that is used by officers to make decisions using their own initiative to be accountable and professional in the decision that is made. By applying the NDM to the incident, this allowed me to consider many options and contingencies with the information and intelligence that was known to me before impulsively acting on a decision. By going through each stage of the NDM I applied a rationale and justified the option that was chose in this incident.

Discretion is a controversial topic within the police. Although it is a useful tool to be able to utilise it also raises concerns amongst members of the public. As police attend a vast array of calls that require the ability to make decisions whilst under pressure, officers need the ability to use their discretion. The decision that has been implemented may not be agreed by other persons however all is needed for the use of discretion is the officer being able to justify and account for the decision made.

When using discretion, the Code of Ethics and the nine policing principles should be applied in order to meet the standard and expected level of behaviour for policing. That being said, although officers are expected to implement these principles into everyday policing, the tool of discretion has shown signs of concerns to some members of the public by officers not upholding the professionalism during decision making. This can be supported by Bronitt and Stenning (2011) who stated that "whilst police discretion is seen as inevitable and essential,

there remains an underlying fear that it's exercise may lead to arbitrary, corrupt or ethical behaviour". Bronitt and Stenning also emphasise the importance that officers should have administrative guidelines in place in order to use discretion. By putting these guidelines in place this allows officers to be transparent and accountable for their actions ensuring that they are lawful and in line with force policy. This suggests that by implementing these guidelines for officers the public can have trust and confidence in the decisions made by officers.

Discretion in policing has always been a discussion of topic as there have been concerns surrounding it such as underpinning discriminatory practices. Nevertheless, police being granted the ability to use discretion can also be beneficial when it is used in a lawful manner.

For example, the police worked throughout the coronavirus pandemic where new regulations were put into place. The scrutiny and controversy that COVID-19 brought left many members of the public breaching these restrictions.

The coronavirus regulations enable police officers to be able to use the discretionary tool to educate members of the public rather than issuing a penalty notice. Initially the UK were faced with new legislation that made everyday activity potential offences such as going to visit family and with these new regulations taking place it was left to the police to be able to use discretion to decide what option would be taken.

The National Police Chief's Council and College of Policing developed a four-phase approach that provided members of the public guidance of what was expected from them during the pandemic and how the police will approach these situations. The four-phase approach consisted of; Engage, Explain, Encourage and Enforce. When police officers resorted to enforcement, this suggests that all other options have been exercised and this is the final option.

By police constables having the ability to use discretion in disposal methods this enables the police to develop a rapport within the community and stops the segregation between the police and the public. In addition, Goldstein (1960) states that the police cannot uphold the law at all times and that full enforcement is not a realistic expectation". This can also be supported by Davis, (1975) who states that "some law is always or almost always enforced, some is never or almost never enforced and some is sometimes enforced and sometimes not." By utilising discretion this stops criminalising everyone and provides education and a second opportunity for those who may not know that they are committing offences.

Being accountable and professional is not only for operational purposes but officers must be able to conduct an investigation that is in line with legislation and criminal justice system. The Code of Practice to the Criminal Procedure and Investigations Act (1996) (CPIA) highlights the importance of criminal investigations and defines it as "An investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it."

During investigations officers must conduct an investigation by following all lines of enquiries and remain impartial throughout. The purpose of the investigator is not to be bias and lead towards charging a person but rather to gather all the relevant material so the criminal prosecution service are able to make the decision to charge. In relation to this incident, the

CPIA were followed throughout the investigation and started from the moment I arrived as I activated my body worn video to be transparent in my actions being conducted. During the incident, all relevant property seized was sealed and stored correctly in property stores. Images of the victim's injuries were taken and uploaded to evidence.com in line with force policy and attached to the police occurrence. All witnesses, victims and suspects were identified correctly and statements were attached to the case file. All material gathered was added to the occurrence and the appropriate victim safeguarding measures were implemented throughout the process.

The CPIA also state that during investigations the investigators should be testing the credibility of the material gathered throughout the process which will lead to a successful outcome. In relation to this incident, I took accounts from all parties involved in order to get a greater understanding of the investigation at present. By doing this, this allowed me to establish the strength of the accounts that will have the maximum evidential opportunity in court. Due to the nature of the offence and being the first officer on the scene I gathered and obtained as much evidence as I could in order to have a successful outcome at court and applied the golden hour principle to this investigation.

During investigations, officers will have several responsibilities to undertake that consist of adhering to legislation, force policy and police powers. Officers will have responsibilities throughout the investigation process to ensure that they meet the needs and expectations of victims, witnesses and suspects. In relation to this incident, it was appropriate that I referred the victim to the domestic abuse crisis and relevant support services. The College of Policing (2021) highlights the importance of maintaining and building a rapport with victims, suspects and witnesses throughout the investigation.

Police officers are often responsible for the management of offenders and can assist with enforcing the sentences to offenders, prevention of further crimes being committed and managing offender's experiences following non-custodial sentencing (College of Policing, 2021). The management of offenders is not solely upon the police, but consist of a multiagency approach that involves the police service, the offender management, the probation service and many more.

The police and other partner agencies have a statutory duty for managing offenders. There are many services involved in the management of offenders which play a significant role in what they do to reduce reoffending and protect the public. Agency's that play a vital role in the management of offenders are the national offender management service, the national probation service and her majesty's prison service.

The Integrated Offender Management (IOM) approach primarily focuses upon reducing reoffending thus reducing the amount of crime committed. The offender management approach is a multi-agency scheme that works alongside the police facilitating the joint management of offenders within the community (College of Policing, 2021).

The IOM provides a structure developing on from pre-existing programmes and approaches that have been successful when managing offenders. For example, the prolific and priority offender scheme will remain in place for those who require intensive management and enables a sharing platform about offenders who pose the most risk within the community.

By sharing this information, it helps all agencies to work together to help rehabilitate offenders and reduce offending.

In relation to this incident, the management of offenders will be discussed at the domestic abuse multi-agency risk assessment conferences (MARAC). The conferences take place with the police and relevant agencies to reduce re-offending, protect the public and to identify victims who are the highest risk of abuse.

Working alongside MARAC, the police can implement measures such as police watch packages which are patrolled and conducted by neighbourhood policing teams (NPT). NPT put safeguarding measures in place where regular contact is made to victims to ensure the highest level of support and protection.

2580 words

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 word count, 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
Statement Writing	I will achieve this by researching statement techniques and also looking at templates from those who have been in the job for several years and a lot of experiencing when writing statements.	I will seek support from those officers that have an extensive amount of knowledge and who I aspire to be. I will also seek support from sergeants and inspectors when appropriate to do so and I will also utilise the university, the library and the training tutors.	I will give myself 6 months to see the development whilst being independent. I will re-assess how my statement writing is going at that point.
Interviewing	This will be achieved by my interviewing more persons. I am rigid in my performance and feel that I lack confidence and this is due to not knowing exactly the structure of the interviews however I will continue to research it and also ask to be second jockey when other officers are interviewing. I will also look to detectives and the hub officers for	My shift will support me throughout the interview process and I will ask for help and support from CID and hub officers who are very efficient and knowledgeable when it comes to interviewing.	I aim to achieve this within the next 6 months whilst being independent. Depending on my skills and confidence I will re-assess this development plan and identify where there is need for improvement.

	more information on successful interviewing.		
Case File Building	I will achieve this my researching the legislation and policy surrounding case files and the CPS. I will also make sure that when I go on my Hub attachment in August I am prepared to take notes and save the notes in a file on my hard-drive to be able to recap if needed in the future. By looking to experienced officers who deal with case file building on a daily basis this should apply me with the skills and knowledge for a successful and professional case.	The support will not only be provided myself when researching what a successful and throughout case file requires but I will turn to experienced and knowledgeable officers who are able to guide me in the right direction. I will also seek help from other departments such as the hub and detectives who often build case files due to the seriousness of their incidents.	I am to achieve this within the next 12 months. I have extended this duration longer than the above periods due to the amount of work that goes into building a case file that is efficient and effective. I want to be able to produce the highest level of standard in my work as that will then reflect on the effort that I put in.

453 words

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.

Academic Sciences (2022) *Gibbs Model of reflection*. Available at: [https://academicsciences.co.uk/blog/gibbs-model-of-reflection/#:~:text=Gibbs%20model%20of%20reflection%20%281988%29%2C%20is%20focused%20on,to%20understand%20specific%20areas%20which%20may%20require%20Reflection|Academic Sciences](https://academicsciences.co.uk/blog/gibbs-model-of-reflection/#:~:text=Gibbs%20model%20of%20reflection%20%281988%29%2C%20is%20focused%20on,to%20understand%20specific%20areas%20which%20may%20require%20Reflection|Academic%20Sciences) (Accessed: 10 January 2022)

American College of Sports Medicine (2010) *ACSM's Guidelines for exercising testing and prescription*. 8th Ed. Philadelphia: Lippincott Williams and Wilkins.

Andersen, J. and Gustafsberg, H. (2016) *A training method to improve police use of force decision making: A randomized controlled trial*. SAGE Open.

British Army, (2020) *Mental Resilience*. Available at: <https://www.army.mod.uk/people/join-well/mental-resilience/> (Accessed: 01 January 2022)

Bronnit, S. and Stenning, P. (2011) *Understanding discretion in modern policing*. Available at: <https://constitutionwatch.com.au/wp-content/uploads/POLICE-DISCRETION.pdf> (Accessed: 27 March 2022)

Brown, S. and Daus, C. (2015) *the influence of police officer's decision-making style and anger control on responses to work scenarios*. Available at: <https://www.sciencedirect.com/science/article/pii/S2211368115000212> (Accessed: 27 March 2022)

BSC Policing Network (2020) *Police discretion and the coronavirus pandemic*. Available at: <http://bscpolicingnetwork.com/2020/04/21/police-discretion-and-the-coronavirus-pandemic/> (Accessed: 28 March 2022)

Bulman, C. and Schutz, S. (2013) *Reflective Practice in Nursing*. 5th Ed. London: Wiley-Blackwell

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

College of Policing (2020) *Conflict Management Skills*. Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills> (Accessed: 15 February 2022)

College of Policing (2021) *Victims' code for policing*. Available at: <https://www.college.police.uk/guidance/victims-code/victims-rights-policing> (Accessed: 04 March 2022)

College of Policing APP (2014) *National Decision Model* . Available at: <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/> (Accessed: 28 March 2022).

College of Policing APP (2020) *Enforcing sentence and managing offenders*. Available at <https://www.app.college.police.uk/app-content/prosecution-and-case-management/enforcing-sentences-and-managing-offenders/> (Accessed: 28 March 2022).

College of Policing APP (2021) *Armed Policing*. Available at: <https://www.app.college.police.uk/app-content/armed-policing/armed-deployment/#national-decision-model> (Accessed: 28 March 2022).

College of Policing APP (2022). *Public service*. Available at: <https://profdev.college.police.uk/competency-values/public-service/> (Accessed: 27 March 2022).

College of Policing APP (2022) *Investigation*. Available at: <https://www.app.college.police.uk/app-content/investigations/introduction/> (Accessed: 27 March 2022).

Crown Prosecution Service (2017) *Victims and witnesses*. Available at: <https://www.cps.gov.uk/victims-witnesses> (Accessed: 04 March 2022)

Gibbs, G. (1988) *Learning by Doing: A guide to teaching and learning methods*. Further education Unit. Oxford Polytechnic, Oxford.

GOV.UK (2015) *Integrated Offender Management*. Available at: <https://www.gov.uk/guidance/integrated-offender-management-iom> (Accessed: 28 March 2022).

Harrison, T. (2021) *3 Roles of the Karpman Drama Triangle and How to Escape*. Available at: <https://themindsjournal.com/drama-triangle-the-roles-in-conflict/> (Accessed: 15 March 2022).

Harvard Health Publishing (2020) *exercising to relax*. Available at: <https://www.health.harvard.edu/staying-healthy/exercising-to-relax> (Accessed: 10 January 2022)

Howatson-Jones, L (2016). *Reflective Practice in Nursing*. London: SAGE Publications.

Illinois Criminal Justice Information Authority (2019) *The Victim-Offender Overlap: Examining the relationship between victimization and offending*. Available at: <https://icjia.illinois.gov/researchhub/articles/the-victim-offender-overlap-examining-the-relationship-between-victimization-and-offending> (Accessed on: 28 March 2022).

Mazerolle, L., Bennett, S., Davis, J., Sargeant, E. and Manning, M. (2013) *Legitimacy in policing: A systematic review*. Campbell Systematic Reviews.

Mental Health Foundation (2022) *Diet and mental health*. Available: <https://www.mentalhealth.org.uk/a-to-z/d/diet-and-mental-health>. (Accessed: 10 January 2022)

Mental Health Foundation (2022) *Mental Health Foundation*. Available at: <https://www.mentalhealth.org.uk/publications/how-to-using-exercise> (Accessed 10 February 2022).

Mind.org (2015) *How to manage stress*. Available at: https://www.mind.org.uk/media-a/4667/how-to-manage-stress_2015.pdf (Accessed: 10 January 2022).

Mind.org (2017) *Food and Mood*. Available at: <https://www.mind.org.uk/information-support/tips-for-everyday-living/food-and-mood/about-food-and-mood/>. (Accessed: 10 January 2022)

Mind.org (2017) *How to manage stress*. Available at: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/developing-resilience/>. (Accessed: 10 January 2022)

Mind.org (2017) *Police and Mental Health*. Available at: <https://www.mind.org.uk/information-support/legal-rights/police-and-mental-health/sections-135-136/> (Accessed on: 2 February 2022)

Mind Charity (2020) *How to cope with sleep problems*. Available at: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/sleep-problems/about-sleep-and-mental-health/>. (Accessed: 10 January 2022)

Ministry of Justice (2021) *Victims of Crime: Understanding your rights*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/979234/victims-code-crime-leaflet-web.pdf (Accessed: 04 March 2022)

Monash University (2015) *Emotional vs. rational brains*. Available at: <https://www.monash.edu/news/articles/emotional-vs.-rational-brains> (Accessed: 15 February 2022).

National Police Chiefs Council (2021). *Policing Vision 2025*. Available at: <https://www.npcc.police.uk/documents/Policing%20Vision.pdf> (Accessed: 04 March 2022)

NHS (2018) *10 Stress Busters*. Available at: <https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/tips-to-reduce-stress/> (Accessed: 10 January 2022).

Reingle, J. (2014) *Victim-Offender overlap*. Available at: <https://onlinelibrary.wiley.com/doi/epdf/10.1002/9781118517390.wbetc139> (Accessed: 28 March 2022)

Salas, E., Tannenbaum, S. I., Kraiger, K. and Smith-Jentsh, K.A. (2012) *The science of training and development in organisations: What matters in practice*. Psychological Science in the Public Interest.

St.Louis, V. (2012) *Brain Functions*. Available at: <http://vincentstlouis.com/brain-functions/> (Accessed: 4 February 2022)

University of Edinburgh (2020) *Gibbs' Reflective Cycle*. Available at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle> (Accessed: 10 January 2022)

Wheller, L., Quinton, P., Fildes, A. and Mills, A. (2013) *The Greater Manchester Police procedural justice training experiment: The impact of communication skills training on officers and victims of crime*. Ryton-on-Dunsmore: College of Policing.

Yau, Y.H. and Potenza, M.N. (2013). *Stress and eating behaviors*. Minerva endocrinologica,

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: C.A.MAGES (Learner, Electronic signature or type name)

Date: 28/03/2022