

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Development Plan	500
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	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

During my initial 6 months of training to be a Police Constable and since being attested, I was quickly made aware of the importance of minimising stress and developing resilience. Prior to joining the Police, I had worked within the NHS for almost ten years, meaning I had not experienced a learning environment for some time which I found initially to be quite challenging. In this essay I will be reflecting on a few coping strategies I have used to manage and maintain a state of wellbeing.

I will be using the Gibbs' Reflective Cycle method (MindTools, 2016) to discuss how these strategies benefitted me during this period and referencing my research throughout.

As I mentioned above, at the time of beginning my Police training I had been out of an academic environment for quite some time. In order for me to adjust to an education setting, I knew that I would need to implement a strategy to minimise stress and prevent my personal life being affected. I decided to focus on self-regulation techniques and becoming more organised to manage my time. This would prove to be especially beneficial while I was revising for my exams.

One strategy I implemented was the Pomodoro Technique. I first read about the Pomodoro Technique when researching techniques to improve revision. The Pomodoro Technique focusses on identifying the task you need to complete and allocating intervals of time to complete it (USAHS, 2019). For example, when revising for my exams I decided to dedicate thirty minutes of uninterrupted revision. I would find a quiet place to sit, turn off all distractions such as electronics and set a timer for thirty minutes. Once the timer would go off, I would allow myself to take a fifteen-minute break and then repeat the process until I had covered a specific topic or until I had repeated the process five times. This way, I was able to dedicate time to revise whilst allowing myself to have the remainder of my day for myself.

I found that by breaking down my revision into smaller intervals of time, I felt less overwhelmed and able to focus better on the topic. Before applying this revision

strategy, I would attempt to sit and revise as much as I possibly could for hours upon end. I soon realised that I would feel significantly more stressed and under pressure to remember everything and I would overwhelm myself with too much information. I also found that before implementing the Pomodoro Technique, I would actually waste more time and become easily distracted because I did not have a strict plan to follow.

By committing myself to smaller sections of time to work, I felt that I could concentrate better on each task and as a result my time was managed better. I found that I had more time in my personal life to enjoy whilst knowing that my workload was also getting done which relieved myself of a lot of pressure.

I also decided to implement changes to my personal life outside of work to improve mental wellbeing. One way that I did this was by taking up dance classes on a Monday evening with a friend. I knew of the benefits exercise can have on your mental health, however I have never enjoyed attending the gym as I always found it boring. Therefore, a friend and I decided to attend a dance class once a week for two hours. I discovered that dance has many benefits to both your physical and psychological wellbeing. My research suggests that dancing releases serotonin hormones which is proven to reduce stress, anxiety and improve your overall mood (Calm Sage, SS, 2020).

Upon reflection, I found these classes to be a great solution to switch off from my working day. I found that not only was my fitness levels improving, but my concentration was sharper which benefitted my ability to revise and focus during work. I enjoyed the social aspects of meeting new people and exercising to maintain my fitness levels. During my research I also discovered that synchronised dancing with friends causes the body to release endorphins, reducing stress and resulting in a feeling of closeness to others around you (Very Well Mind, BF, 2021).

Looking back, I also believe that the network of people I had around me during the initial training period greatly contributed to developing my psychological resilience. I had developed close friendships through my colleagues and also those who I had met in my dance classes. My research indicates that having a strong social support network improves mental resilience and wellbeing by having others to turn to in times of crisis or need. (Very Well Mind, BF, 2021). I was able to communicate with my friends and seek advice from my peers whenever I started to feel overwhelmed or anxious regarding work. This made me feel secure and supported throughout my training period and allowed me to build close relationships with others around me.

Going forward I have created an action plan to continue to attend these classes as much as I possibly can around my shift work. I understand the importance of physical health and mental wellbeing as a police constable, and I feel that by attending a social class such as dancing is a great way to maintain my fitness and reduce stress. I also decide to continue to implement the time management strategies I have used thus far as I believe that it will prove greatly for managing my university work during my time

as an operational police officer. I aim to continue implementing these strategies throughout and following my initial tutorship period at the end of March 2022 to maintain my stress levels and overall wellbeing.

Word count - 955

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:

In this essay I will be referring to a policing incident from my initial tutorship period in which I played a significant role of successfully managing conflict. I will be reflecting on the incident and using Gibbs' Reflective Cycle (MindTools, 2016) to consider how my actions and communication skills contributed to the success in resolving this situation.

At the beginning of my shift, I was asked to attend an urgent response to an ongoing incident in the company of my tutor. The nature of the incident was a concern for the welfare of a young male. The subject's family had raised concerns to the police following a series of alarming text messages they had received, where the male stated that he was going to commit suicide. Upon arrival to the scene, I met with my colleagues who had attended the incident shortly before myself and my tutor. My colleagues informed us that they had communicated with the subject through the window of his flat, however he was extremely aggressive, irate and did not want to co-operate with police. My colleagues also informed us that the male was in possession of weapons such as three air rifles, baseball bats and multiple knives.

Immediately I felt concerned, however I realised that I would need to think logically and assess the situation instead of allowing my emotional brain to take over. Straight away I noticed another impact factor contributing to the situation which was a number of neighbours who were outside watching the incident unfold. Upon speaking to my colleagues, they explained that the male was aware of the onlookers which seemed to be aggravating the situation more.

I started by asking the neighbours to step away from the scene and return to their houses whilst we attempted to deal with the situation. Some of the neighbours were upset and wanted the police to remove the male from his home and prevent him coming back as they expressed that they felt unsafe with him residing within their community. In order to prevent tensions from escalating between the neighbours, the subject and the police, I realised I would need to use empathy and compassion when communicating with them. I wanted to build rapport with them and develop trust that the police were doing all that we could to resolve the situation.

I then joined my colleagues at the subject's flat where they had managed to convince him to open the door to his flat and speak with police. The premise was a first floor flat, with a door on the ground floor leading into a hallway with a staircase. The male would not allow the police inside however he was sitting at the top of the staircase and was extremely irate. It is worth noting at this point that all of my colleagues, including my tutor were males and I was the only female officer present. At this time, my tutor was attempting to calm the male down, however he remained reluctant to speak to police. It was at this point that I decided to suggest to my colleagues that I attempted to talk to him, as from experience I have found that some people are more willing to communicate with a female.

I asked the subject if he would be willing to talk to me without my colleagues present, to which he agreed. I remember feeling very nervous as I had been briefed by my colleagues on the number of weapons within the male's flat. However, this was the first bit of cooperation from the subject, and I knew that I would need to again use my rational mind to resolve the situation. I entered the flat and went into the living area with the male who sat on the sofa directly in front of me. Meanwhile, my four male colleagues were standing on the staircase and listening intently for any signs of a disturbance in case I required assistance. As soon as I entered the living area I became aware of any potential weapons. There was a baseball bat behind the door, so I positioned myself in front of it and immediately saw a knife on the floor to my left.

Without my colleagues present, the male's behaviour seemed to calm a little. I allowed him to speak without interrupting him. He was explaining to me about all of the issues he was facing in his personal life, from family conflicts to his financial issues. Whilst he was talking, I discreetly placed my foot on the knife on the floor and slowly slid it behind me without catching his attention. From speaking with the male for around ten minutes I became aware of significant issues. The male was talking and waving to who he said was another person living within his flat, however there was no one else present other than myself. I believed at this point that he was experiencing a possible episode of psychosis and required medical intervention.

After a few moments, my tutor presented himself in the living area with myself and the male. He too witnessed the male experience these hallucinations and suggested to

him that we would convey him to the hospital. This immediately reignited his irate behaviour and I could sense that he was frightened that he was going to be in some sort of trouble. Again, I used my communication skills to reassure him that we were not there to arrest him and that we simply wanted to help him receive medical attention.

I began considering which powers we could utilise to safely ensure that the subject received medical intervention and we decided on the Mental Capacity Act 2005. The Mental Capacity Act 2005 can be used where an officer believes the subject is incapable of making an informed decision due to a lack of mental capacity. For this power to be used, an officer must first assume that the subject has full capacity and follow a series of steps to determine otherwise. The act cannot be used merely based on a subject's appearance or attitude, and any action taken by the officer must be within the best interests of the person. (College of Policing, 2016) In this instance, the subject was displaying signs of an impairment with his capacity, such as visual hallucinations whereby he saw people who were not there.

I decided to utilise a five-step appeal to the male to refrain from using unnecessary force in this instance. I appealed to the subject by talking calmly, listening to his views and explaining how his family had raised concerns because they cared about him. This seemed to work and he became more cooperative with us. However, he insisted that he would only leave his flat wearing handcuffs out of fear that his neighbours would believe he was unwell. This surprised me initially as I realised that he would rather have other people think he was being arrested instead of receiving medical intervention.

The male was subsequently conveyed to the hospital to meet with the crisis team. Whilst at the hospital, his behaviour was extremely unstable. He would be calm and compliant for a while, then occasionally he would become agitated again as a result of the long waiting times. It was my responsibility to keep him as calm and comfortable as possible whilst we waited for the crisis team. I decided to revert back to my original approach of speaking to him in a calm manner, showing him that I understood his frustration and then using a more authoritative tone when needed to prevent his anger from escalating. At one point, my colleagues offered to relieve myself and my tutor so that we could quickly get something to eat. I reassured the male that we would be back to wait with him and I could see that he was anxious that we would be leaving him in the company of other officers.

When I returned to the hospital after a short while, the male was in a consultation with the crisis team. Once he was finished speaking to them, he opened the door and I smiled at him and asked him how he was feeling. His response was "better now that I've seen you", which made me feel that he trusted me and that I had built a level of rapport with him.

I learned a lot of things from dealing with this incident, but the main one being how you can diffuse a situation by showing compassion and understanding to those who are struggling even if you do not entirely resonate with what they are going through. I showed empathy throughout the entire incident which I believe contributed to the building of trust between the subject and myself. This incident has evidenced to me the importance of remaining impartial, particularly when communicating with the neighbours at the beginning. If I had been biased or decided not to communicate

effectively with the subject, there is a possibility that the signs of his psychosis would not have been identified.

Upon reflection, if I were to do anything differently it would be to utilise the five-step approach quicker, as I believe that a lot of time was spent attempting to appeal to the male to allow us to enter the property and talk to him. This may have alerted me to potential impact factors such as the psychosis and drug abuse prior to entering his property without my colleagues. In the future, I will assess the situation from a safer environment rather than putting myself at a higher risk by entering the property by myself.

Word Count : 1600

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:

In this essay I will be referring to a policing incident which required me to value difference and inclusion when dealing with victims of a violent Hate Crime. I will be reflecting on my approach to the situation through using Gibbs' Reflective Cycle (MindTools, 2016).

Whilst on duty, I responded to a call from a local convenience store. The call was reported by the owner of the store who was an Asian male. The male stated that whilst working in his store, an unknown white male approached him and began verbally abusing him by shouting racial slurs in an aggressive manner. The white male was extremely irate and continued to attempt to initiate a physical fight with the Asian store owner. I was in the company of four other officers when we responded to this call as it was an ongoing, hostile incident which required immediate response.

Upon arrival to the scene, the perpetrator had left the area and his whereabouts were unknown. Around ten minutes after we had arrived, a second officer received information from a member of the public who later identified herself to be the aggressor's mother. She stated that her son had returned to his home address and had informed her that he is about to return to the store in possession of a knife. This prompted an urgent response from officers and the male was subsequently arrested at his home address before having a chance to return to the scene.

My responsibility following the arrest of the subject was to return to the store and gather as much information from the witnesses and victims as possible. Upon my return, I visited the victims home address which was next door to the store he owns. The victim and his family were of Asian ethnicity, and it became apparent that only one member of the family spoke fluent English. I recognised that my approach to the situation would need to be very sensitive, due to the hostile nature of this incident and gathering evidence would be key to a successful prosecution.

I spoke with the victim who agreed to provide me with a statement. The victim's son spoke the best level of English and therefore agreed to assist with effective communication between myself and his father. The victim stated the events that had taken place that evening and admitted that he has no knowledge of the perpetrator, nor had he ever encountered him before. The attack seemed completely random, however, due to the aggressive racial slurs which were aimed towards the victim and his family it soon became apparent that this was a racially motivated hate crime.

A hate crime can be distinguished if any of the five relevant factors have been identified. These include the demonstration of any hostility towards a person based on their race, disability, sexual orientation, transgender identification, or religious groups. More than one relevant factor can apply to any incident, however prejudice of at least one personal characteristic must be targeted to distinguish whether a hate crime or incident has occurred. The legislation that outlines these crimes is The Crime and Disorder Act 1988. (CPS, 2023 a).

In any hate crime or incident, it does not have to be the victim who feels that the circumstances were motivated by prejudice or hostility towards a personal characteristic. This can be identified by a third party. In this instance, the victim recognised the racial slurs, identifying the hostility towards his perceived or actual race or religious background. However, if the victim did not identify this behaviour, but a witness or an officer perceived this to be the case, then a hate crime or incident would still be identified.

Whilst taking the victim's statement, I remained compassionate and empathetic during our conversation. I could see that he was visibly distressed following the incident and was fearful for the safety of his family. I reassured him that measures would be put in place to protect everyone who was involved in this situation. I encouraged him to take his time with recalling the events as I knew that he was very shaken up, however it was crucial at this stage to record as much evidence as possible regarding the entire incident. At times, the victim's son attempted to add in elements of detail to his father's witness statement. I understood that he was only trying to help his father with communication due to the language barriers, however I had to intervene and sensitively remind the son that this was his father's statement, and it must be from his perspective only. However, I reassured the son that we would take a full statement from himself as he had also witnessed the series of events surrounding the incident.

I did not want the son to feel that I was dismissing his recollection of the incident, however it was imperative that I controlled the statement not to gather any false or influenced information. Upon reflection I feel that I managed this part of the investigation well in an attempt to preserve and protect the evidence I was aiming to gather.

The victim stated that during the altercation, the perpetrator had somehow realised that the victim resided in the house adjacent to the store he owns. This resulted in the subject attacking the property by banging on the front doors and windows in an attempt to target the victim's family. This resulted in alarm and distress to those inside the house including small children. As part of my initial investigation, I began to explain the victim support services to the family as I felt they would benefit from additional support and care during this time. I referred back to the victims code during this interaction to remind myself of the key elements to cover when managing and supporting victims and witnesses of a crime.

The victims code is a set of minimum standards that any victim or witness to a crime is entitled to from the police and prosecution services. One of the key aspects that the victims code offers is that the victim has the right to be referred or directed to additional support services during the duration of an investigation. The victim has a fundamental right to be offered direct support which is tailored to their individual requirements depending on the circumstances of the crime. Another element that the Victim's Code covers is the right to make a what is called a Victim's Personal Statement. This statement will inform the court and prosecution of the impacts that this event has had on the victim personally and should be considered when sentencing. (GOV.UK, 2021)

I decided to explain the process of the Victim's Personal Statement to the victim in this occasion as during our interaction he expressed how much this incident was already affecting him. Although I considered that in some instances, the victim will need time to identify whether a crime has impacted their lives, in this case it was already apparent that the victim was afraid to go to work and to leave his family alone following the attack. I realised that this is a sensitive topic to discuss with the victim and so I maintained an empathetic tone when communicating with them, in an attempt for them to feel understood.

Upon reflection, I feel my communication skills were key throughout the duration of this incident. I was aware that hate crimes are one of the most serious crimes in nature and lead to the victims becoming high risk following the incident. The impact these crimes have on a victim can affect their day to day lives and the risk of a further incident occurring is increased. With my understanding of the seriousness of this incident, I feel I was more prepared to ensure that the victim received the level of support they required and deserved. I wanted the victim to feel understood by the police and to reassure them that there were services available to support them, both throughout and following the investigation process.

If I were to do anything differently, it would be to consider that for many people this may be the first time they have dealt with police and therefore they are overwhelmed with emotions and may still be in shock. In hindsight, I feel that at times I could have explained matters such as the court process in more simplified terms. I found that during this interaction, at times, the victim would seem confused by the explanation I was giving them and I should have considered the language barrier as an impact factor. This resulted in me having to repeat certain points in a more simplified manner for the victim and their family to obtain a better understanding of what to expect during the investigation. I will ensure that in the future, when dealing with high risk victims and crimes of a serious nature I will be aware of the emotional impact on the victim and take more time to explain things thoroughly with patience and care.

Word Count: 1504

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:

In this essay I will be referring to a policing incident in which I was required to conduct an investigation into a shoplifting offence and use my discretion to decide on the most appropriate course of action. I will be reflecting on my decision making during the investigation and the considerations I made which contributed to a restorative justice outcome. I will be using Gibbs' Reflective Cycle (MindTools, 2016) to reflect on my actions throughout this incident.

The incident I will be discussing involved a shoplifting offence from a local supermarket. I was assigned as the officer in the case to investigate the offence and to identify the potential subjects involved. I had been provided CCTV footage of the incident by the store manager, which I viewed in order to obtain a full understanding of the nature of the incident. The CCTV footage displayed a group of three males entering the store. One male picked up a shopping basket, whilst the others followed behind him. The footage shows the male with the basket taking four items from the household section, whilst the other two males picked up one item each from the food section, placed the items into their pockets before all three males left the store. Not one of the subjects made any attempt to pay for the goods and therefore the offence of theft was identified and complete.

My initial thoughts whilst viewing the footage was that there was a clear difference in the level of theft between the male with the basket and the other two males. Whilst all

three had committed an offence, the male with the basket had significantly taken a higher value of items than the others. I decided to consult my colleagues to check whether they were able to identify any of the potential suspects from the CCTV footage. I did this because I knew they had a lot of experience in policing this particular location and would be more likely to recognise any prolific offenders. A colleague immediately identified the male with the basket as being a 17-year-old male, with whom he has previously dealt with.

I made the decision to visit the supermarket and speak to the witness who was the store manager. I wanted to do this before attempting to contact the potential suspects in order to gauge how the store would like the incident to be dealt with. Upon arrival to the supermarket, I spoke with the manager who gave me a full account of the incident. My objective was to not only understand the store's wishes, but to determine the severity of the offence and find out the value of the items that were stolen. It soon became apparent that there was a significant difference between the level of theft between all three males. The male with the basket had taken five items, totalling to £60, whereas the other two males each took one item with a value of £2.

I asked the manager how the store would like the incident to be dealt with. The manager expressed how the store's main concern was that they have experienced a significant increase in shoplifting incidents within recent months and he believes that the males in question have been involved in previous incidents. The manager went on to explain that the priority of the store was that the males are told by police that they are banned. I felt that it was necessary at this point to explain that we believed one potential suspect to be 17 years old, and I began to explain the restorative justice approach to him.

The restorative justice method is a common alternative to criminalisation of young offenders. It gives the victim an opportunity to play a part in the restoration of the harm that has been done to them. Restorative justice can increase the level of confidence that the public has in the police and prosecution service, whilst allowing them the opportunity to have their say on the outcome of an offence. Many victims value the opportunity to engage with the offender either directly through mediation or via a third party, in an effort to understand why this has happened to them. (CPS 2023, b)

Whilst doing this, I maintained a compassionate attitude towards the witness. I didn't want him to feel like the police were not taking the offence seriously and that if he wanted to support a criminal prosecution then I would be willing to progress the investigation. The manager stated that he was acting on behalf of the supermarket and would be willing to engage in the restorative justice process, but only for the male with the shopping basket who took the highest value of items. The manager expressed that he did not feel it necessary to progress the investigation with the other two males and would prefer that police spoke with them to inform them that they were banned.

I communicated effectively with the manager and informed him that I would contact him with an update as soon as possible. During the next stage of my investigation, I decided to contact the Youth Offending Team for some advice. The Youth Offending Team work with young offenders who are involved in criminal behaviour, in an attempt to prevent long-term criminalisation through positive action. The Youth Offending Team will review and evaluate the background and behaviour of an offender and

create a plan to prevent them committing further offences. The Youth Offending Team work alongside other agencies such as schools, council, communities, and probation services. (GOV.UK, 2023)

I decided to contact the Youth Offending Team to firstly identify whether the subject would be eligible for this service. An officer from the team informed me that they were aware of the subject and were currently working with him regarding to previous offences. He explained that they would be willing to include this matter into the subject's ongoing action plan and could discuss this with the subject at his next meeting which was to be in a few weeks.

The Youth Offending team will work with the subject through various ways, including offender behaviour work, drug and alcohol support, communication support and education or employment support. A specialist team of professionals comprising of social workers, psychologists, probation, and education officers will work together to engage with the subject in an attempt to help them understand the consequences of their behaviour and to encourage them to prevent committing further offences. (Brighter Futures for Children, 2023)

Following my discussion with the Youth Offending Team, I decided that it was necessary to update the witness of the decision to proceed with a restorative justice approach. I decided to attend the store in person as I felt I would be able to better understand whether the witness was satisfied with this outcome. If I had decided to make contact with the witness via telephone, I may not be able to gauge their reaction to the decision and the risk would be that they would be left feeling as though the police were not taking the offence seriously. I wanted to reassure the witness that many alternative police actions were considered and that this outcome was determined the most appropriate. The witness expressed that they were satisfied with the decision and were supportive of the alternative to criminalisation. I assured the store manager that the youths would be banned from entering the store in the future and urged him that if any further issues persisted then he should contact police.

Upon reflection, I feel that the decisions I made throughout the investigation were carefully thought out. I believe that I considered all policing solutions when determining what would be the best course of action to take. I feel that when explaining the options to the witness I promoted a sense of involvement from them and to encourage that they felt as though their wishes were being taken into consideration. I realise that in the future there will be occasions where I may struggle to find the time to visit each witness in person and I will rely on the option to contact them via alternative methods. However, I have recognised that visiting a witness or a victim in person builds a rapport with them and develops a sense of understanding from their perspective. I will attempt to do this as much as possible whenever I can during my policing career.

Word Count: 1401

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
Minimising stress and promoting my personal wellbeing.	I will continue to attend activities and classes outside of work to help me disconnect from my working day. I will explore alternative activities to understand what I enjoy and to experience new things.	I will attend these classes with my friends and colleagues around my work schedule. They may be able to provide me with suggestions for how they manage and minimise stress outside of work which I may be able to incorporate in to my routine.	I will review the effects of this on my wellbeing over the next three months of my career following tutorship by July 2023.
Considering my personal safety as well as others around me. Preparing myself prior to attending incidents by identifying potential risks as soon as possible.	I will do this by remaining vigilant in order to recognise potential impact factors whilst utilising the National Decision Making Model operationally. I will aim to become more aware of my surroundings and to take the time to consider the positions I am putting myself in, particularly when	My colleagues can provide me with support in order to do this by sharing previous knowledge and experience when dealing with similar incidents. I will also be able to gather information and intelligence from the control room prior to attending the incident in order to understand whether there are	I will review my progress and performance over the course of the next three months following my tutorship period by July 2023.

	walking into unknown locations.	any related warning markers.	
Improve on my communication skills when interacting with members of the public. Ensuring that they understand the next stages of the policing process and become better at managing expectations of witnesses and victims.	I will do this by refraining from using police jargon whilst attending incidents. I will aim to be more aware of the fact that not everyone has had an encounter with the police before and they may be unaware of the next stages of an investigation. I will commit more time to explaining policing processes to victims and witnesses of crimes in order for them to gain a better understanding.	My colleagues can provide me with feedback on how I have handled incidents in order for me to understand whether my communication skills are clear. They will also be able to provide me with support and advice on how they have dealt with similar incidents.	I will review my performance within the next three months following my tutorship period. I aim to do this by July 2023.

Bibliography

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

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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: Jessica Jones (Learner - Electronic signature or type name)

Date: 20/03/2023