

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 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
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Task 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

Within task one there will be an evaluation of the effects and impacts training had on me within the first six months and how it affected me on a day-to-day basis. Using GIBB's model it will tell how I felt through each stage of my training and how finding different ways in managing my own emotions and how to find different coping strategies to ensure that I kept a good work-life balance. It will evaluate how I felt about returning to studies after ten years of leaving education and using different skills that I have learnt over time such as time management to ensure that each area of training was completed without too much stress on me and my family. It also shows how if I was to become overwhelmed and stressed, I would use different techniques to ensure that I remained calm.

Due to learning being split between at-home and in person training throughout the first half of my first course, I found learning to be very challenging. I struggled to learn at home, and over time, this made me stressed. After more than ten years, it was difficult for me to return to a classroom atmosphere. I used the Gibbs reflection cycle (Cuofano, G. 2021) to help me identify the stress-reduction techniques that would work best for me.

Stress is described as different feelings of sensitive and personal discomfort, these feelings can appear within individuals from events that happen. Feelings such as frustration, anger, and tenseness can all be stress-related (health, S. 2022).

Within work, I manage my stress levels by using coping strategies such as my breathing techniques which help me when I feel frustrated or angry this has allowed me to manage different situations and help others to stay calm this has ensured me to build resilience whilst doing my role. Resilience has encouraged me to have the ability to accommodate the demands that the role has, and this has allowed me to adapt to different situations accordingly (Hurley, K. 2022).

The Gibbs reflective cycle's first stage is the description. I've been placed in a learning setting after being away from one for more than ten years. I was around people who were

much younger in that setting. Only a small percentage of people in my class had children I found it difficult to split my spare time between studying and spending with my family.

The second stage is feelings, I felt guilty for missing time with my family. I felt guilty for the long weekends and nights I missed with my two-year-old son. I felt self-doubt in my fitness because of my many years of having nonactive job roles, I had to cancel my gym membership due to financial troubles from covid 19. I felt scared that my old salary was a lot more than the salary of a first year, I was scared that I would be able to pay the house bills and support my family.

During my time outside of work, I ensure that I take time to destress and not think about situations I have encountered during my shifts I do this by going swimming with my family and trying to keep busy. Anxiety UK. (2022) acknowledges that swimming is an enjoyable and efficient way to ensure that individual's minds are relieved from stress for the body as well as the mind.

This is another way that I ensure that I keep a good workplace balance, Wedgwood, J. (2019) says that when people maintain a good work-to-life balance it encourages employees to be more productive and perform more effectively within their roles.

The next stage is evaluation. The bad points of my experience of the first initial six months were I felt stressed thought out it all, it started with the stress of starting a new job. I was in my old role for over eight years so going into a new role I did not know much about the background of the role only what I could research. The salary that I'm on is a lot less than my previous job, this made me stressed. The height of the fuel crisis didn't help me with my money issues, this caused friction between me and my girlfriend.

I found my studying extremely hard, and a lot of my home learning. This home learning was done over teams, I found this hard to engage in the lessons and concentrate.

Cleveland Clinic. (2022) states that 'Coping involves adjusting to unusual demands, or stressors. This requires giving a greater effort and using greater energy than what's needed in the daily routines of life.

The good points of my experience I have met some of the greatest people with who I will remain friends for the rest of my life, they have helped me survive the initial six months. I have gained knowledge in criminal law, how to speak to people respectfully and how to support victims who have been subjected to a crime. The support that my family had given me during the initial six months helped bring me and my family closer together.

The following stage is analysis. Things went well and badly, the things that went badly were that I had to stay up late well into the early morning revising, and I had to use my annual

leave to revise for my exams and practicals. I had to work on my weekends to ensure that I passed my exams. These short-term problems and big positive actions in my life.

I analysed the skills that will be needed for my extensive career, one of the major skills that I need will be academic literature. I was not in education for around ten years, I am not academically minded. Thought out of the first six months I understood that I had a problem with my grammar and spelling, I have set in place actions that will help me in the in my future, one of these actions is for me to get a dyslexia screening test.

To conclude this task, it is believed that adopting different coping strategies to create a work life balance and have a healthy working life is key for any individual taking on new responsibilities. I realized that having family time and doing activities when I was not training really would help me within the first six months of my new job. Having certain skills such as time management has ensured that I have added to my work life balance, and this has allowed me to not become too over stressed and overwhelmed.

1099 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.

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:

I was with a co-worker during the late hours of the afternoon shift. We were patrolling the neighbourhood in high visibility. Due to the significant volume of reports of anti-social behaviour in the neighbourhood, we were conducting these patrols. On our radios, a call came in asking whether any of us were available for a grade 1 call. A grade 1 call is classified as an emergency response, which indicates that there is probably a significant risk to life, violence, or urgent danger in the present occurrence. Serious property damage, severe personal harm, or the fact that the crime is still being committed and the criminal is still on the scene might all qualify as serious. 15 minutes should be allotted to complete this grade. (Police, 2021)

The call was for an ongoing domestic in close range of our location. I attached myself as well as my colleague to the incident and asked for further information about the incident. The call handler told me that a neighbour had overheard shouting between a male and female, shortly after the neighbour had seen the female run outside. The female was hysterical,

asking someone to phone the police. I asked for some checks to be conducted on the address to see if there were any warning markers on the address or the occupants. They informed me that the male was an alcoholic with a penchant for violence and weapons. The female had previously been identified as a victim of domestic abuse.

The incident was that the male had been drinking all day with his brother. After demanding his wife make him food and she declined because she was making food for the two children in the house, the male got physical with the female. He is accused of slapping her three times, pushing her against the kitchen counter, grabbing her arm, twisting it around to her back, and pushing her to the ground.

On route, I was running through the National decision-making model (College of Policing, n.d.), and I gathered information about the address and the occupants. I was assessing the threat and risk with my colleague. We decided that we should split the occupants up and get the male to go outside with my colleague so that he would be unable to get any weapons in the house. He would question the male outside and I would question the female inside the property. I considered what powers I could apply to this situation. I considered section 17 of P.A.C.E to gain entry to the property, section 24 of P.A.C.E for an arrest if an offence becomes disclosed to me, and section 32 of P.A.C.E after the arrest for a search. I identified what my options could be. The first one was arrest if an offence became disclosed to me. My other option would be if no offences were disclosed, I would have to take positive action, which would be to remove the male for the night and take him to friends or a family member's house. I couldn't act at this time. When I was running through the National Decision Model, I was ensuring that I was complying with the code of ethics.

First, I used my communication skills. I used my verbal skills and explained to everyone why we were. I told them that we had received a call that there was an ongoing disturbance at the address. I explained to them that we were there to ensure that no one was injured. To find out what has happened and how it all started, I told them that the males should stay outside with my colleague and that I would take the female inside with me so that they could both tell us what had happened in their own words.

Once inside, I used my active listening skills to allow the female and the two children to tell me what had happened. This was the start of me building up my rapport with the children and the female. After the female had said what had happened in her own words, I started to ask some questions to find out how it all started. She explained that the male had lost his job a few weeks ago and had started to drink daily. She disclosed that when he drinks, he gets aggressive towards her and the children. I asked her how often he gets aggressive and what he does toward her and the children. She told me that he only shouts at the children. She

told me that he gets physical and likes to control her. She disclosed that he slaps her and holds her down on the floor.

I used the drama triangle to help the victim to see that it wasn't her fault, I explained that sometimes the victim can feel powerless, feel helpless and that she might feel incapable of moving on from her husband. I explained that the persecutor will often blame others for their problems they will also criticize other people instead of themselves. I told her that with the help of South Wales Police and their partner agencies they can help with everything, they can help rebuild her courage and start a new chapter in her life. (LMFTMarraige and here, n.d.)

After she told me about him being aggressive, I told her about living fear-free and explained our public protection notices. I asked her if she consented to the DASH questionnaire, to which she agreed. I told her that we work with partner agencies and will share her information with them, and they can help her with housing, support with mental health, help support the children and help with getting a job. I explained special measures to her and handed her a leaflet about them. After I told her about all these things and after she thanked me, I felt that this built a good relationship. She told me how talking to me and how we could help made her and her children feel safe again in their own home. After this, I felt that I built a great rapport with the female and the children. (College of Policing, 2020)

After gaining this information, I called over my colleague. I asked him what the males had said. He said that the male's brother would not disclose anything; the male told him that he only hit her in self-defence. I informed him of what the children and female had revealed. We both went over what our options were. The first was to arrest the male for common assault. The second option was to take the male to a different address far away from the home. We discussed the history between them, the incident that just happened, and the safeguarding of the children, and the female.

We came to a mutual agreement that we should arrest the male for assault. We both went outside to arrest the male before I arrested the male. When I go through the national decision-making model, I gather information and intelligence. I gather the information about the male that he was intoxicated and had been violated. I assessed the threat and the risk. The male was larger than both me and my colleague. He had a past of violating and using weapons. He also had his brother with him. His brother was also intoxicated, and we were unsure how he would react. The powers that I considered are section 24 of P.A.C.E for an arrest if an offence becomes disclosed to me and section 32 of P.A.C.E after the arrest for a search. I identified my options with the arrest of the male. The action that I took was to arrest the male. I made sure that all my decisions complied with the code of ethics.

I went to the male and was arrested for assault. At first, the male was very irate. He became excessively aggressive towards us both. I used Betari's Box. My attitude was polite and respectful. I was calm, polite, and respectful towards the male. After around 2 minutes of me explaining to him that we were going to be arresting him, he became less aggressive towards us. He kept saying it was self-defence. I explained to the male that I was arresting him for suspicion. I told him he would have his chance to say everything he wanted in an interview. After this, his behaviour became compliant. Seeing this, me and my colleague grabbed the male and placed him in handcuffs. (MindTools, 2019)

My reflection on the outcome of this incident is that I felt that after the incident I had a lot more questions to ask, I felt if I had put the handcuffs on first, he would have been less aggressive towards me and my colleague, resulting in my having to grab the male less aggressively. To help me reflect on the incident, I played my body-worn video to some of the experienced officers on my team so that they could give me pointers for the next incident that I go to.

1513 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.

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:

I was with a co-worker during the late hours of the afternoon shift. On our radios, a call came in asking whether any of us were available for a grade 1 call. A grade 1 call is classified as an emergency response, which indicates that there is probably a significant risk to life, violence, or urgent danger in the present occurrence. Serious property damage, severe personal harm, or the fact that the crime is still being committed and the criminal is still on the scene might all qualify as serious. 15 minutes should be allotted to complete this grade. (Police, 2021)

The call was for an ongoing domestic in close range of our location. I attached myself as well as my colleague to the incident and asked for further information about the incident. The call handler told me that a neighbour had overheard shouting between a male and female, shortly after the neighbour had seen the female run outside. I asked for some checks to be conducted on the address to see if there were any warning markers on the address or the occupants. They informed me that the male was an alcoholic with a penchant for violence and weapons. The female had previously been identified as a victim of domestic abuse.

The incident was that the male had been drinking all day with his brother. After demanding his wife make him food and she declined, the male got physical with the female. He is accused of slapping her three times, pushing her against the kitchen counter, grabbing her arm, twisting it around to her back, and pushing her to the ground.

On route, I was running through the National decision-making model (College of Policing, n.d.), and I gathered information about the address and the occupants. I was assessing the threat and risk with my colleague. We decided that we should split the occupants up and get the male to go outside with my colleague so that he would be unable to get any weapons in the house. He would question the male outside and I would question the female inside the property. I considered what powers I could apply to this situation. I considered section 17 of P.A.C.E to gain entry to the property, section 24 of P.A.C.E for an arrest and section 32 of P.A.C.E after the arrest for a search. I identified what my options could be. The first one was arrest if an offence became disclosed to me. My other option would be if no offences were disclosed, I would have to take positive action, which would be to remove the male for the night and take him to friends or a family member's house. I couldn't act at this time. When I was running through the National Decision Model, I was ensuring that I was complying with the code of ethics.

Once inside, I used my active listening skills to allow the female and the two children to tell me what had happened. This was the start of me building up my rapport with the children and the female. After the female had said what had happened in her own words, I started to ask some questions to find out how it all started. She explained that the male had lost his job a few weeks ago and had started to drink daily.

When I was communicating with the male my first thought was to use open questions to gather as much information as possible. Open-ended questions are a great means for gathering detailed information. [Dlsweb.rmit.edu.au](https://dlsweb.rmit.edu.au). (2022) states that open-ended questions usually begin with words like 'how', 'why', 'what' and 'describe'. They invite a detailed answer. Open-ended questions can draw out opinions, emotions, and feelings.' This matter aimed to maintain a calm environment with the male for the situation to be managed as calmly as possible. When dealing with certain situations it is believed that communication is the first this encourages strong rapport, and this allows me to assess any situation as peacefully and calmly as possible. College of Policing. (2020) says that Rapport is establishing a rapport or connection with a witness to make them feel at ease, and how this enhances the accuracy and volume of information they provide. I offered the male my skills of listening whilst we were chatting the male built trust within me and even though the male was upset, I had the knowledge and understanding to show positivity through my body

language for the male to stay calm and focused. Eventually, the male responded well to my approach, and we were able to get a full detailed report using the technique Rappaport.

I asked her how often he gets aggressive and what he does toward her and the children. She told me that he only shouts at the children. She told me that he gets physical and likes to control her. She disclosed that he slaps her and holds her down on the floor.

I used the drama triangle to help the victim to see that it wasn't her fault, I explained that sometimes the victim can feel powerless, feel helpless and that she might feel incapable of moving on from her husband. I explained that the persecutor will often blame others for their problems they will also criticize other people instead of themselves. I told her that with the help of South Wales Police and their partner agencies they can help with everything, they can help rebuild her courage and start a new chapter in her life. (LMFTMarraige and here, n.d.)

After she told me about him being aggressive, I told her about living fear-free and explained our public protection notices. I asked her if she consented to the DASH questionnaire, to which she agreed. I told her that we work with partner agencies and will share her information with them, and they can help her with housing, support with mental health, help support the children and help with get a job. I explained special measures to her and handed her a leaflet about them. After I told her about all these things and after she thanked me, I felt that this built a good relationship. She told me how talking to me and how we could help made her and her children feel safe again in their own homes. After this, I felt that I built a great rapport with the female and the children. (College of Policing, 2020)

After gaining this information, I called over my colleague. I asked him what the males had said. He said that the male's brother would not disclose anything, the male told him that he only hit her in self-defence. I informed him of what the children and females had revealed. We both went over what our options were. The first was to arrest the male for common assault. The second option was to take the male to a different address far away from the home. We discussed the history between them and the incident that just happened. The safeguarding of the children, and the female.

We came to a mutual agreement that we should arrest the male for assault. We both went outside to arrest the male before I arrested the male. When I go through the national decision-making model, I gather information and intelligence. I gather the information about the male that he was intoxicated and had been violated. I assessed the threat and the risk. The male was larger than both me and my colleague. He had a past of violating and using weapons. He also had his brother with him. His brother was also intoxicated, we were

unsure how he would react. The powers that I considered were section 24 of P.A.C.E for an arrest and section 32 of P.A.C.E after the arrest for a search. I identified my options with arresting the male. The action that I took was to arrest the male. I made sure that all my decisions complied with the code of ethics.

I went to the male and arrested him for assault. At first, the male was very irate. He became excessively aggressive towards us both. I used Betari's Box. My attitude was polite and respectful. I was calm and polite, towards the male. After around 2 minutes of me explaining to him that we were going to be arresting him, he became less aggressive towards us. He kept saying it was self-defence. I explained to the male that I was arresting him for suspicion. I told him he would have his chance to say everything he wanted in an interview. After this, his behaviour became compliant. Seeing this, me and my colleague grabbed the male and placed him in handcuffs. (MindTools, 2019)

Mindtools.com. (2022) say that's Betaris box is a straightforward paradigm that can aid us in comprehending the influence our attitudes and behaviours have on those around us. Our actions are greatly influenced by our mental state. When we're inspired and upbeat, we grin, give our team props, and uplift people around us. The opposite is frequently true when we're feeling down; we can become impatient, irritated, or even yell or argue, and we can demotivate others. As these actions have an adverse effect on those around us, they turn those actions against us, escalating the conflict. Understanding the Betari Box's concept, despite its simplicity, can help people spot when individuals are feeling negative about a situation.

My reflection on the outcome of this incident is that I felt that after the incident I had a lot more questions to ask, I felt if I had put the handcuffs on first, he would have been less aggressive towards me and my colleague. To help me reflect on the incident, I played my body-worn video to some of the experienced officers on my team so that they could give me pointers for the next incident that I go to.

1650 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.

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:

Within this task there will be discussions on a male that has tried gaining access to a property, this task will explain how I used the national decision model to evaluate the situation to ensure that the incident came to a safe ending whilst still following the code of ethics and policing standards behaviour to perform to the best of my ability.

On a late Saturday night, a grade 1 call come over the radio for all available officers to attend a location for a male with a knife who had turned up at his ex-partner's house. The male was trying to gain entry to the house, the house also had 3 small children in it. Whilst en route a further call came in to say that the male had left the house and was walking the streets with a knife and that he was irate and had taken drugs. The silver commander for the evening come over the radio I authorized full deployment for firearms, after the search of the area came back as negative, we decided that we should go to his mother's home address to see if he was there.

The NDM is appropriate for every decision. It can be used by an individual or groups of people in both operational and non-operational circumstances, for spontaneous incidents or planned activities. It can be used by decision-makers to organise a justification for what they did and why during an occurrence. It can be used by managers and others to evaluate

choices and actions made. The NDM's inherent flexibility makes it simple to expand for specialised enforcement sectors. The model is always the same, but users are free to choose the inquiries and factors they consider at each stage (Whatdotheyknow.com. 2022). En route to the location, a call came over the radio saying that the male has warning markers for violence, concealed knives and drug users. There was also a warning that the male has pulled out a knife on the officer previous. Once we reached the location, I could see the male in the window of his mother's house. A second van pulled up outside the property, the van was my sergeant along with a colleague of mine. Once we departed from the vans and started to walk up the path, the male along with his brother came out of the house. The police being outside the house caused many people to gather around the property. The male had one of his hands behind his back, I started to run through the national decision model (College of Policing. 2022).

Firstly, I gathered all the information and intelligence, the intelligence that I had was the male has a previous of pulling a knife on police. He also has warning markings for drugs and violence. The information I had was that the male had a knife on him, he had been taking drugs, and he had also been violent towards his ex-partner and her children (College of Policing. 2013).

I assessed the threat, and risk and developed a strategy. The threat was a male in front of me who has possibly got a knife on his person, he has previously pulled a knife out at officers. The risk was that the male could pull the knife out on us and possibly stab us causing death. I worked on a strategy that it be best for my colleague with the taser to take over the situation with the male.

I consider the powers of common law for self defence or using section 76 of the criminal justice and immigration act 2008 (Cps.gov.uk. 2022). I considered using section 24 of P.A.C.E for an arrest if an offence becomes disclosed to me, and section 32 of P.A.C.E after the arrest for a search of his person or the property (Lexisnexis.co.uk. 2022). I considered section 17 of P.A.C.E to gain entry to the property if the male when back into the property.

When I got to this stage of the national decision model, I identified what options were available to me, first option was to rush the male and get him on the ground as quick as I could this would hopefully surprise him and not give him time to think about doing anything. My second option was to shout at him again hoping it would be a shock and overwhelming to him and he complies with my demand. My third option would speak to the male calmly and respectfully and ask him to comply, my final option would be to allow the taser trained officers to take over.

The final stage is action and review of what had happened, I allowed my taser-trained colleague to take control of the male. I did this because I believed that he was the most trained in this situation, this was also the safest option. Any other colleagues or I would not be close to the male who might have a knife on him. If it came to the option where the male ran forward or tried to injure anyone with the knife, the taser would disarm the male without officers having to get hands on it and risk anyone getting injured.

My colleague with the taser drew the taser as the male started to walk toward us, the male became scared of the taser and started to comply with us. The male complied with the demands from the officer and put the knife down and laid down on the floor with his hands behind his back, this allowed for my sergeant to get close to the male without any injury to anyone involved in the incident and arrest the male. He was able to handcuff him without difficulty from him.

The public and the professional body's expectations of how law enforcement personnel should behave are reflected in these standards. The Police Conduct Regulations from 2012 serve as their foundation ([Assets.college.police.uk](https://assets.college.police.uk). 2022).

I had to make sure that I complied with the code of ethics for every part of the national decision model, I made sure that I was accountable for my decisions. I acted with fairness to all, I was honest with all my decisions and actions. I acted with integrity, I show leadership to everyone at the incident. I was open with all my decisions, I was respectful to everyone that was involved. I acted with selflessness within my decisions, I was set on the objective of that incident.

1074 Words

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
Grammar and spelling	I will start to read more books, reading more books can help me improve my vocabulary. I will also start to try computer software to help me see where I'm going wrong when writing up word documents in work and with my university work. I will ask for support from my university to see if they can help me with any courses or extra work to help me. I have asked my work for me to complete a dyslexic screening test to see if I have it. This will	Myself can provide support, my university, my place of work.	6-12 months

	help me put in place items that can help me.		
Fitness for work and for mental health wellbeing.	I have started to attend my local gym, I have also signed up to my local police station gym. I have started a worked out plan to help me achieve my goal. I have started running, I would like to improve my fitness to aim to join the firearms team. I'm taking time out of my week to focus on myself to help with my mental health.	Myself can help me achieve my goals, friends and family can also give me support in the training that I need or to help me with childcare. My work collages can help me with my mental health by helping me understand some of the calls we go to and how to handle the after care. They can also be there for me to talk to with my problems. I can also talk to my family about some of the issues that I deal with in work to understand when I'm feeling down or lonely.	1 year
Confident and more vocal	Take more lead in the incidents that I attend.	My sergeant can help me by giving me more incidents.	4-6 months

	Start to become more vocal during incidents and come out of my shell more. Start to volunteer for the incidents and jobs that make me nervous and put me out of my comfort zone.	Work with the more experience colleagues so they can watch me and give me feedback on how I did. Myself I will lead more incidents.	
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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: _____ (Learner - Electronic signature or type name)

Date: _____