

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: Molly THOMAS

**Learner's University Registration Number:
2117672**

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/aqh-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 Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

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

The initial 6 months of classroom and practical training for the degree holder entry programme to South Wales Police has been very testing for me as an individual. It has changed me as a person on a social, professional, and academic level. It has changed my overall outlook on life and how I prioritise certain aspects of it. Although I have attended university, completed my A levels and undertaken my GCSE's, this has academically challenged me more so than any other educational pathway I have previously taken. Because of this, it was highly important to me, in order to cope with the newfound discipline and responsibility that was expected of me, to ensure that I had certain strategies in place to develop resilience and to minimise the stress to myself, which gave me the ability to complete the first 6 months of the classroom-based training and go onto the practical/operational policing training. In this essay I will discuss and reflect upon the different strategies in which I utilised to minimise my stress and ultimately develop resilience.

From the very beginning of my classroom training, right through to my tutorship and still now, I have found that exercising and spending time with people who make me laugh and feel at ease, is the most beneficial way for me to minimise stress and develop resilience to the complexities of this role. These two methods of minimising stress both have enabled me to complete the classroom-based training and go into the operational/response-based training of this programme with confidence and an open mind. I believe that if I had not identified these methods of coping with the stresses of this role then I would not have been able to develop such resilience in order to progress with confidence in my training.

Stress is something that everyone experiences at some point in their life. Whether it be work based stress, personal stress or economic stress. Everyone copes differently with stress. Some people thrive when under stress and some people experience a physiological

reaction that causes them to be unable to cope with such stressors in their lives. 'Stress has been said to be "the most prevailing and global psychological condition that inevitably disrupts the mood and behaviour of individuals" (S. Sharma, G. Singh & M. Sharma, 2021). Lupien and Senguin (2013) define stress as being a result of 'time pressure. "We feel stressed when we do not have the time to perform the tasks that we want to perform within a given period". Over the 6 months of classroom-based learning I have experienced a lot of stress over the amount of work we have had to learn, as well as preparing for practical assessments and trying to enjoy my personal and social life outside of work.

Resilience has been defined as:

A popular construct encompassing many different variables including personal characteristics, coping processes, the development of other associated constructs such as hardiness and sense of coherence, and risk and protective factors. Resilience has become an umbrella term to cover many aspects of overcoming adversity and adapting to one's environment (L. McCubbin, 2001).

Resilience is something that has been very important for me to develop due to the ongoing pressures of the 6 months of training and it is something that I have been able to take on board whilst undergoing the operational/response policing training that is implemented on the degree holder entry programme. In this job, you experience and see many things that no other person may come across in their life, therefore resilience is an important characteristic to have in order to ensure that you do not take the trials and tribulations of the jobs home with you. In some instances, this is inevitable, however, I am fortunate that in my initial classroom training I was able to determine what coping strategies work best for me in order to develop such resilience and minimise my stress.

My main source of minimising my stress is to exercise, preferably going to dance fitness classes, which I have attended since I was 14, and horse riding which is something I have taken part in since I was 2 years old. "Exercise can be an effective component of a stress management" (E.M. Jackson, 2013). During my classroom and practical based training, I aimed to get to dance fitness classes about three or four times a week. The classes last around 1 hour, and I would wear my apple watch to determine how many calories I had burnt and my maximum and minimum heart rate. I found that by doing this I would often push myself more in the next class to try and burn more calories or keep my heart rate elevated for longer. At the end of each class, I would always feel much better within myself, and it was an hour away from stressing about the workload from training.

Exercising also helped my sleeping pattern as it would make me very tired, meaning I would also get a good night's sleep in. A meta-analysis study conducted on 66 studies with regards to the correlation between exercise and sleep showed that acute and regular exercise had a beneficial effect on sleep time, sleep onset latency (the amount of time it takes someone to fall asleep), and sleep efficiency (time spent in bed and time spent asleep) (Kredlow, Cappozzoli and Hearon, 2015).

I am also lucky enough to have my own horse and throughout the 6 months classroom and practical based training it was winter, so my horse was in overnight, meaning I had to go up the farm twice a day to tend to her. Although this was very tiring it gave me a very robust routine to stick too and was also exercise everyday due to cleaning out her stable and riding her when I had to opportunity too. The exercise, along with the structured routine helped me minimise my stress as it enabled me to organise my time effectively, whilst also doing something I enjoy every day, even if it was for short amounts of time. 'Having a daily routine can help to reduce our stress levels' (Blurt it out, no date). Research has shown that having a routine can have an important role in better managing a person's stress and anxiety (D. Eilam, R. Izhar & J. Mort, 2011).

Exercise has been linked to the release of endorphins. Endorphins are frequently described as 'feel-good chemicals' which are a group of hormones (peptides) that are secreted in the brain and nervous system, and they activate the bodies' opiate receptors. 'When you experience stress or pain your body will release endorphins to help you cope and one of the top ways to increase the release of endorphins is to get plenty of exercise' (Join ZOE, 2022).

Another way in which I was able to develop resilience and minimise stress was to socialise with my friends, family, and also work colleagues. By surrounding myself with my friends and family I got to spend time with people who did not understand the stresses and pressures of this new role, which meant that I did not have to give much thought to it. Surrounding myself with these people made me forget about the stress for short periods of times. However, I was also able to talk to these people in times where I was at a heightened stress state, and they would be able to give me reasonable advice on how to cope with all the things I was juggling as they could see things from an outside perspective. My downfall is that when I get stressed out, I cannot delegate my time reasonably and I start to panic as I become overwhelmed with everything going on at once. My friends and family, from an outsider's perspective, were able to sit down with me and help me figure things out, which

in term lifted a lot of the stress from me. It was also very beneficial to minimising my stress that I spent time with my work colleagues, as they were also going through the same experiences, stresses, and pressures as me. It has been found that stressed people who have more social support from friends and family, “receive an oxytocin boost which helps them to feel less anxious and more confident in their ability to cope with stress” (Gracepoint wellness, no date).

Although both exercising and socialising with my friends, family, and work colleagues, has enabled me to minimise my stress, which in turn has helped me develop resilience, the main thing that has been consistent in reducing my stress is exercising and maintaining a routine by looking after my horse. I find that as an individual the exercising and caring for my horse has given me a solid, structured routine and this is what has helped me manage my work-life balance very well. I have then been able to take this into the next stage of my training which has made the transition from classroom-based learning to operational based learning much more enjoyable. The benefits of exercising not only come from reduced stress, but also give me physical and health benefits.

In conclusion, I believe that over the last 6 months I have developed resilience and minimised my stress very well by ensuring that I exercised whenever I got the chance and socialising with my friends and family in my spare time. This has in turn enabled me to stick to a structured routine. By having a routine, I was able to plan my personal commitments around my working schedule and around the work I had to complete at home in order to pass all my exams. I would not have had such a structured routine if I did not ensure that I made time to do these activities.

Word count- 1632

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:

As a police officer it is important to be able to use communication skills and conflict management in order to prevent incidents from escalating into unnecessary physical altercations. In order to use your communication skills and conflict management in the correct way you need to ensure that you are making the right decisions based on all the information available to you on attendance to an incident. I will be referring to the Betari's Box model of communication, in order to critically evaluate the decisions, I made, with regards to communication with the subject (MindTools, No date).

A policing incident that will highlight how I used my communication skills, my conflict management and my decision making, to manage the incident was the first call I attended, after being signed off as having independent patrol status. I found that this incident really stood out to me as it was the first time I was expected to make decisions without the support

and validation of my tutor. This incident required the use of section 136 of the mental health act to be implemented to detain this individual (*Mental Health Act*, 1983, Section 136).

I was paired up with another member of my team, who was a male, on a super noon shift (1600hours – 0300hours). At around 0100 hours a call came over the radio stating that a female had rang 999 reporting that she was on the train platform, at a train station in our patch. She was saying that she was going to throw herself onto the tracks when the next train comes past as she had been involved in an incident that day which triggered her mental ill health.

Suicidal thoughts are one of the most common signs that someone is suffering a mental health episode. They are a result of a person dealing with too much psychological pain for too long, and shockingly suicide rates have climbed over 30% since 1990 (Power of positivity, 2018).

A trigger, with regards to mental health, is: “anything including memories, experiences, or events that could cause an intense emotional reaction at any time, regardless of the person’s current mood” (Healthline, 2020).

This female was known to us as a regular mental ill health call, and this is something she would regularly do. My colleagues advised me to use force to remove her from the position of danger she had placed herself in, however, this was my first dealing with her and I needed to consider the best communication style that I had confidence in, in order to gain compliance. Betari’s box, model of communication would suggest that my own attitude and behaviours going into the situation would have an effect on the female’s attitude and behaviour (Mind tools, no date). Based on this theory, I aimed to keep a positive attitude and behave in a calm and collected manner in hopes she would mirror this. This female’s behaviour on her previous interactions with officers could go from being engaging, to becoming erratic and aggressive towards officers. Therefore, this was something to consider with regards to my approach and communication with her.

When I first arrived at the call my initial concern was safeguarding this individual as she was vulnerable due to her age and mental state, there was a lot of responsibility on me to make the right decisions to ensure her safety, mine, and that of my colleagues. It was important for me to continuously go through the national decision-making model in my mind so that I could be sure I was making the right decisions based on the information and intelligence I had and the powers and policies available to me with regards to this specific incident (College of policing 2013).

On arrival the female was sat quite far up the train platform with her legs hanging over the edge, onto the tracks, and she was quite visibly upset. It was decided that it was best for me to engage with her as due to the prior information and intelligence we had on her, she did not like male officers very much and could become aggressive towards them. My aim was to make her understand that I was there to help her, and the situation was to be guided by her and what she wanted or needed in that moment in time. I made my assessment of the risk to the female at that present moment and concluded that because of where she was positioned, she was in a vulnerable situation and my aim was to get her to move away from the train tracks. I did not want to overwhelm her therefore I developed a working strategy that I felt would be the best approach in the situation.

I turned my torch on and made the female aware that I was there, I shouted to her my name, and that I was a police officer and that I was going to approach her. I decided that I would not come too close into her personal space as I felt this may overwhelm her. Once I was around 3 metres away from her, I brought myself down to her level so that I did not intimidate her or make her feel inferior. I did not talk about why she was there straight away as I wanted to start to build a rapport with her and try and get her to trust me enough to open up to me willingly as to why she was there. This is a communication tactic used to engage with vulnerable people as it is “vital in developing a relationship with an individual that will enable the disclosure of information and allowed the collection of a more complete picture of the situation” (College of Policing, 2021).

When reflecting on my communication tactics that I used when initially approaching the female, I believe that I identified the most appropriate communication style for the situation. My colleagues may have chosen a different approach as they have had multiple dealings with this individual and they know that this is a common occurrence for her. However, as this was my first interaction with her, I wanted to ensure that I used a style of communication that I had confidence in and that would not cause the situation to escalate.

Betari's box communication skills help us understand how our attitude and behaviours can have an effect on the attitude and behaviours of the people around us (Mind Tools, no date). Therefore, in this situation I aimed to keep my attitude positive and my verbal communications calm and comforting for the individual, in order to keep her calm.

The female and I began to verbally engage about what was going on and what caused her to be in this position. At this stage my communication with her was the most important as I needed to keep the situation calm to try and prevent it from escalating in a negative

way. I ensured that a lot of the questions I asked her were open ended as this would hopefully get the female to give a broader insight into what caused her to become in this position. Open ended questions have been shown to improve the amount of information provided to us as opposed to using closed ended questions (College of policing 2020).

After a short while of verbal communication between myself and the female she abruptly got up and started walking in the direction away from the station. I believe this to be a reflection of the communication tactics I used, based on Betari's model of communication. Myself and my colleague then followed her and continued to try to engage with her, offering her to go to hospital, to the mental health unit for assessment or to even take her back to her supported living. All of which she declined. She informed us that as soon as we left, her she was just going to go to another train station and wait there for the next train and jump onto the tracks. The female kept laying or throwing herself down onto the road, to which me and my colleague would have to get her up. She became physically aggressive, by means of pushing us, barging us, and shoving us as we attempted to stop her from running away from us or putting herself in danger by laying in the road.

With Betari's Box model of communication in the back of my mind, I knew I now had to adjust my communication style and behaviours to now become more assertive with the individual as she the potential for conflict was increasing due to her behaviours and attitude becoming irrational. This is where I made the decision to use force to physically restrain the individual so to not put herself, and me and my colleague in danger. I did not place handcuffs on her, I just held her upper arm, whilst we both sat on a bench, to restrain her from running into the road. My decision for this was due to her suffering a mental-ill health episode I did not want to cause her further distress by placing handcuffs on her.

British Transport police arrived, and I discussed what had happened with British Transport Police. Throughout the situation I was considering the powers and policies, by going through the stages of the national decision-making model that I could use to help this female (College of Policing, 2013). The only one relevant piece of legislation for this incident was section 136 of the mental health act 1983 (*Mental health act*, 1983, Section 136). This section of the act gives police officers the power to remove a person, suffering a mental ill health episode, from a public place and take them to a place of safety, for example, a hospital. "The person needs to be deemed by the police to be in immediate need of care and control as their behaviour is of concern" (LSCFT NHS, 2021).

I made British Transport police aware of my observations and my opinion that the female needed to be detained under section 136 of the Mental Health act and they agreed with me. Due to this incident commencing on a train platform, this was now in the hands of the British Transport police to detain and convey the female to a place of safety. Due to her erratic behaviour throughout the whole incident my colleagues and I stayed to assist British Transport Police in detaining the female and putting her into the van.

Once the female was in the custody of the British Transport Police, myself and my colleague needed to go back to the station and write up the incident and also submit some paperwork due to there being a need to safeguard this female. The female had disclosed to us that she suffered with mental ill health, did not want to live at her supported living accommodation anymore, and she suffered financially and also would harm herself as a coping mechanism. A way in which we would aim to safeguard her was to submit a Public Protection Notice or PPN. This allows for partner agencies outside of the police force to get an understanding of what is going on with this individual and then they can give them the support they need. This PPN will be reviewed by our public protection unit and if they feel as though safeguarding of this individual is required, they will then share it with partner agencies (Ford et al., 2020).

This female was also under review by the neighbourhood policing team and was in the process of having an acceptable behaviour contract drawn up as she would call the police very often for reasons the police wouldn't be needed, which is seen as wasting police time. Every interaction she has with officers is to be noted down and linked to this acceptable behaviour contract document to ensure that the neighbourhood policing team had enough evidence to put against this individual in order to get a contract drawn up and finalised.

An acceptable behaviour contract is a written agreement drawn up between a person who has been involved in antisocial behaviour and one or more agencies whose role it is to prevent those behaviours. The contract is agreed upon and signed by the individual and lead agencies. It specifies a list of antisocial acts in which the person has been involved in and which they should agree not to continue (Home office, 2003).

Due to any interaction this female has with the police needing to be thoroughly noted down so that the neighbourhood policing team could link it to the evidence needed for the acceptable behaviour contract, I needed to write an in-depth occurrence entry log (OEL) update about the call from start to finish and all the females' behaviours she displayed in-between.

As this was my first incident, I attended without the guidance of my tutor I believed it was a good one to use for writing this essay as it is important for me to reflect upon the communication style, conflict management and decisions made by myself and to critically analyse them. By doing this it will make me think about what I could do differently next time and then I will eventually grow to have my own style of policing as currently I am working off what my tutor has shown me.

Upon personal reflection, I believe that the way in which I dealt with this incident achieved an outcome whereby the female was safe and ended up being conveyed to hospital to get the treatment that she needed. Also, none of the officers involved in dealing with this individual were harmed, as she had previous intelligence for assaulting officers when situations escalated or did not go the way she wanted it to. This I believe is a testament to how I managed to keep the situation as calm as possible through my communication tactics and conflict management.

A conflict management skill I constantly kept in my mind throughout the incident was situational awareness. I kept in mind the impact factors that could lead to officers having to use force on this individual and attempted to keep these impact factors on a low level so that only minimal force was needed on this individual (College of policing, 2020). The only force needed was to move the female out of harm's way and restrain her as she did place herself in vulnerable positions numerous times, but eventually she sat away from any dangers and engaged with officers.

The THRIVE approach (Threat, harm, risk, investigation, vulnerability, and engagement) was also considered by me throughout the incident due to the vulnerability of the female and the previous intel on her erratic behaviour towards emergency workers (College of policing, 2021).

In conclusion, for my first incident after receiving independent patrol status, I believe that I used and adjusted communication styles as the situation changed in a way best suited to the situation. This in turn enabled me to manage any conflict that arose and keep it to a minimum. I also felt as though I used the national decision-making model as the basis of my actions throughout the whole incident. In turn, this enabled me to make the right decisions and keep the situation from escalating in negative way, meaning that the outcome was the best it could have been for this situation. In future I believe that I could build on my confidence to use force to remove a person from a dangerous position as this may have

been an option for this situation initially, especially based on the intel surrounding this individual. However, the decision I made were ones I felt confident in at the time.

Word count- 2622

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:

As a police officer we have a responsibility to our victims, through our victims' codes of practice, to ensure that they are satisfied with the outcome of incidents that they have been involved in. The Victims codes of practice sets out the services and a minimum standard for these services that must be provided to victims in England and Wales (Ministry of Justice, 2021). There are 12 victims' codes or rights that police officers need to adhere to throughout cases they are dealing with. Throughout this essay I will refer to the different victim rights/codes of practice that applied to the incident I was involved in.

Since being signed off as an independent police officer, I have been allocated several G4 calls to work through and resolve. All police calls are graded from 1-5 in terms of how quickly officers need to respond to them. A grade 1 or G1 call are those of the highest priority and a grade 5 or G5 call are incidents that can be dealt with slow time. A grade 4 or G4 call is an incident that can be dealt with slow time, but still promptly. I have felt as though these incidents, due to the work being done to them slow time, have really made me critically think

and use the national decision-making model in a different way as opposed to how I would use it at a G1 call.

This particular incident I was tasked to investigate and look into was involving what could be seen as low scale anti-social behaviour. Throughout this incident I had dealings with the victim, the subject, the subject's family, and partner agencies in order to obtain an outcome that everyone was satisfied with.

Anti-social behaviour or ASB can be a "collection of behaviours, such as graffiti, noise, or verbal abuse that can cause nuisance, annoyance or harm and distress to a person" (Crimestoppers, no date). Statistics have shown that by the end of September 2021, in England and Wales, there had been 1.7 million records of ASB by the police (Office for National Statistics, 2021). Although, anti-social behaviour is usually dealt with by our neighbourhood policing teams or police community support officers (PCSOs), due to this incident involving the mention of a knife, it was tasked to me to investigate. Throughout this essay I will be using the reflective tool, Gibbs model of reflection to describe, analyse and conclude my policing performance during this incident (Mindtools, 2016).

A call came in for the victim, who stated that she had been walking home from work in her scrubs, due to her working at a hospital. The victim states that one of the males kept asking her if she was a nurse, but she chose to not answer and carrying on walking past. After the male asking numerous times and the victim not giving a response, the victim states that the male said, "If you do not answer me, I will get my knife out". The victim states that she did not see a knife and did not see either of the males go to get out one, so she just carried on walking home.

From the offset of reading the circumstances of this incident it was quite clear to me that I would have to not only do some investigating to find out who the subject was, but to also consider what disposal methods were available to me as it was assumed that the subject was a child. Due to the assumption that the subject was a child, my initial judgement call was that this incident would be dealt with out of the criminal justice system as it is best practice to avoid criminalising children for low level misdemeanours or first-time involvement with the police (BBC, 2015). I would be able to determine this by identifying the individual and finding him on NICHE, which is the software used in South Wales Police for all our incidents and seeing if he was eligible for any out of court disposal methods. Out of court disposal methods can be used for anyone under the age of 18, who admits having committed an offence, however, it is not in the public interest to prosecute or penalise them for it, as it

is not always appropriate for children who commit a crime to be sent to court (Youth Justice Resource Hub, 2022).

Vulnerability was also a factor in this incident as the subject was assumed to be a child, he was under the age of 18 and anyone under the age of 18 is always considered vulnerable as they are still considered as a minor. By legal definition, paediatric subjects aged less than 18 years are considered minors” (P. Shivayogi., 2013, pp. 53).

I made initial contact with the victim to obtain her account of what happened. By doing this I would be improving the effectiveness of evidence collecting, maximising the value of information for a subsequent investigation, and identifying in the early stages of the investigation the witnesses needs and vulnerabilities (College of policing, 2020).

As we are a victim led organisation, I established what the victim would like the outcome of this investigation to be, in line with right 1 of the victim’s codes of practice, which states that victims have a right to understand and be understood (Ministry of Justice, 2021). I made her aware of the view we hold as a police force with regards to not criminalising children for their first minor offences if this was the subjects first interaction with police. She agreed that she just wanted this child to be spoken with and made aware that what he had done was not ok. I spoke with the victim about restorative justice and offered this to her as an option, which she declined.

Restorative justice or RJ is the process in which the victim and offender come together in a meeting and the offence that has been committed is discussed in front of a trained RJ police officer. The victim gets the chance to tell the offender how the offence has affected them from a personal standpoint (CPS, 2019).

In this case, the victim did not feel as though this would be beneficial for her as the incident did not really have an impact on her life. The decision was made by me with the input from the victim that, if the subject had not had any previous dealings with the police, then a warning from myself in the presence of his schoolteachers and his family was how this would be dealt with.

I felt that this was a good start to the investigation as, although this was a minor incident and could be dealt with out of court, depending on the suspect’s previous dealings with the police, it was important for me to include the victim in from the outset and use my discretion by considering alternative disposal methods. At the moment in policing, victim contact, involvement, and updates, are something we are lacking in, and they are the people we are trying to help ultimately. A study showed that victim satisfaction was dependent on

victims being kept up to date with the outcomes of investigations (T., Coupe and M., Griffiths., 1999, pp. 413-431). Therefore, I am happy with my actions taken with regards to the victim's involvement in this investigation.

The next stage was to identify who the male was. After a discussion with the victim, it was decided that she would go down to the school, whose uniform he was brandishing, and speak with them about identifying the individual. Once this was done, I then had to go to the school myself as they could not give the victim any details about him due to data protection and safeguarding. I attended the school and the head teacher spoke with me regarding this individual. I obtained his details and his contact numbers for his family.

Whilst at the school I decided to talk to this child, in the presence of the head teacher acting as appropriate adult, to make him aware of the allegation against him. Code C of the Police and criminal evidence act 1984, states that any person under the age of 18 is to have an appropriate adult with them when being spoken too or interviewed by a police officer (College of Policing, 2013). I made him aware that I would be attending his home address to speak with him in the presence of his mother or father.

The suspect had no previous dealings with the police and was therefore eligible for informal warning from myself with regards to this incident. However, I would be making him aware that he would not be getting one again if an incident of a similar nature to this one occurred again.

I contacted the Childs father via a telephone call and gave him a brief overview of what had happened and asked him when was best to attend their home address and meet. I made the child's father aware that the child was not under arrest and that this was merely an informal warning in hopes that his anti-social behaviour does not continue. A time and date were arranged between us.

As per right 6 of the victims' code, which states that victims should be provided information regarding the investigation, I informed the victim of what I had done thus far and what further actions were planned (Ministry of Justice, 2021). She thanked me for the update and was happy with the investigation so far.

I had an informal chat with him in the presence of his father, who was acting as his appropriate adult. The father stated that he was not aware of the incident until I spoke with him over the phone and had spoken to his son in the interim before I attended. I made the child aware of the allegation and asked him his version of events. He corroborated what the victim had told me, but he assured me he had no knife on him at the time and was never in

possession of any form of knife. He admitted to making the comments to the individual and told me that he does not know why he did it.

Once the subject had told me what had happened from his perspective, I wanted to make him aware that he would not be getting into any trouble through the criminal justice system on this instance as it was his first time being involved with the police. I explained to him why I made this decision and that he may not be granted such leniency if he was to be subject in a policing incident in the future.

I informed his father and him that I would be submitting a public protection notification for him and on there I would make suggestions for the child to have some education on the effects that anti-social behaviour not only has on the public, but how it leads the individuals who part take in it down a path of criminality if they continue the behaviour. Also, I would suggest he be educated on the impact of knife crime and how big of an issue it is in our community's now. One thing I think is the issue with children his age is that they do not understand the consequences of carrying or threatening use of a knife. Therefore, if he is educated on it, he may be less likely to engage in such behaviours again.

The victim was fully updated once I had spoken with the subject and his father, and she was very happy with the work that had been carried out in this investigation. This adheres to right 9 of the victim's codes of practice which states that the victims have a right to be informed of the outcome of their case (Ministry of Justice, 2021). All the relevant updates and forms were submitted and then I spoke with my sergeant with regards to all the actions completed on this incident.

For me, the most significant aspect of this incident was having to use my discretion, based on all the information I had gathered, without the approval of my tutor. It was the first slow time investigation I dealt with independently and all the decisions were made by me. If any similar incidents like this arise in the future, I can use this one as a framework to go off, and potentially improve on the decisions I make in the future. I had to take a lot of things into consideration when dealing with this incident. The victim, the identification of the subject, a child being the subject meaning they were considered a vulnerable person due to their age, appropriate adults, out of court disposal methods, discretion and educating a young person on their behaviours in a public place. All parties involved were happy with the outcome of this incident and I believe this to be due to the decisions I made based on all the information, evidence, powers, and policies I had available to me.

Having analysed my performance from a policing perspective during this incident and I now feel as though I have the confidence to make decisions in a slow time investigation without the reassurance from my tutor. This was something I wanted to improve on as I always had some apprehension about making decisions without someone else's input. This incident will help me build on my confidence to make decisions in future investigations as the outcome from this incident was one that all parties involved were happy with.

When evaluating this incident I can see what was good and what was bad about it. From my perspective I believe that the positive aspects of this incident are the way in which I adhered to the victims' rights, under the victims' codes of practice in order to ensure that the victim was satisfied with police involvement in this incident. I was also happy with time scale in which I dealt with this incident. I felt as though I dealt with it in a timely manner and did not leave it on my workload for ages.

Another positive action in this incident is that by making the child aware that the behaviours he is displaying are considered anti-social behaviour, hopefully early intervention from myself, as a police officer, and referrals via a PPN to partner agencies will hopefully prevent the Suspect from continuing his anti-social behaviour. An early intervention review study, by Beard (1998), showed that using early interventions can lead to decreased occurrences of problematic behaviours and the prevention of the development of severe and chronic antisocial behaviours. Therefore, previous research supports the approach I took in this incident.

In conclusion I was very happy with my performance as a police officer during this whole incident. I made decisions which all parties involved were happy with. I was able to build on my confidence in making independent decisions and also developing my skills in dealing with a subject who is a child. In future I can use this incident as a framework on how to deal with children for first time involvement with the police. I am also happy with how I kept my victim up to date on the investigation and actions that were being taken, this is something I will continue to do in all incidents as we are a victim led organisation and they are the people who need our support and skills in order to prevent crime.

Word count- 2591.

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:

Throughout this essay I will be discussing a G2 call (A grade 2 or G2 call is an incident that needs to be attended by officers within an hour of the report being made), whereby the suspect was arrested under section 4A of the public order act, intention to cause harassment, alarm, or distress. I will also be discussing how I used the National Decision-making model in order to ensure I made the right decisions to be able to deal with this incident (College of policing, October 2013). I will also be discussing how I determined what responsibilities I had under the Criminal procedure investigation act 1996 with regards to recording, retaining, and revealing information throughout the investigation (Ministry of Justice, 2015).

This incident was delegated to me after I was signed off as an independent officer and was very important to me as, once again, the majority of decisions I made were on my own and this is something I wanted to gain confidence in. I did, however, have assistance from a very experienced officer on my team when forming the case file for this prisoner to be handed over to our HUB for the remaining parts of the investigation to be carried out.

Throughout this essay I will be using Gibbs Model of Reflection in order to reflect upon the decisions I made, the actions taken and the outcome (Mindtools, 2016).

During my tutorship I never had to deal with any offences involving public order, so this was a first time for me. The victim had made multiple complaints about the subject over the days leading up to this incident, however, the prior complaints never involved any offences being committed. The report that came in was that the victim and subject both lived in a house of multiple occupancy and the victim had accidentally locked himself out whilst transferring some belongings to his car. The victim then knocked on the subject's bedroom window and asked if he would mind letting him in. The subject then began to shout verbal abuse, involving swear words, homophobic comments, and threats to the victim. The victim was stood outside the property and the subject was inside. Based on the information of the incident I had received from the initial call and my knowledge of legislation, I believed that in this instance an offence under Section 4A of the Public Order Act 1986 had been committed. Section 4A of the Public Order Act 1986 states:

“A person is guilty of an offence if, with intent to cause a person harassment alarm or distress, he: a- uses threatening words or behaviour, or disorderly behaviour, or b- displays any writing, sign or other visible representation which is threatening, abusive or insulting. Thereby causing that or other person harassment alarm or distress. An offence under this section may be committed in a public or a private place, except that no offence is committed where the words or behaviour are used, or the writing, sign or other visible representation is displayed, by a person inside a dwelling and the person who is harassed, alarmed or distressed is also inside that or another dwelling.” (*Public Order Act 1986*).

In this instance the subject had satisfied section 4A(1)(a) of the public order act as he had used threatening, abusive, and insulting words towards the victim, when the victim was in a public place and the suspect was inside the dwelling, which the victim stated had caused him harassment, alarm, and distress.

Public order offences can range from something minor like breach of the peace to higher scale offences such as riots. Public order offences are high volume offences both in magistrates and crown court (Consult justice, 2018). In 2011/12 150,858 public order offences were recorded by police officers in England and Wales. More recent figures show that in 2021/22 there were 600,170 public order offences recorded by the police in England and Wales (Statista, August 2022). In a ten-year period that is an increase of around 298%, which goes to show how prominent these types of offences are in England and Wales.

I made initial contact with the victim and obtained an initial account over the phone and some information on what had occurred previous just to get some background information on what had been going on between the two of them. An initial account should be a brief overview of the incident and to mainly establish if any offences have been completed (College of policing, 2020).

A statement was then obtained from the victim and video evidence of the offence had been obtained from the victim, I was fully confident with my decision that the suspect would be arrestable for the offence under section 4A of the Public Order Act. The video evidence I obtained would need to be disclosed to the defence as per section 10.3 of the Criminal procedure investigation act (1996) as it undermined their case. This showed me how my confidence in my ability to make decisions independently was continuing to improve with every incident I was allocated. I also reflected upon the decisions I had made thus far with this incident and was happy with how I was dealing with this independently.

Due to the victim and suspect living in the same property, I had to keep in mind the risk of harm to the victim throughout the investigation and deal with this incident as quickly as I could in order to bring the suspect in for questioning. I used the THRIVE approach (Collage of Policing, 2021) in order to assess the vulnerability of the victim and how quickly the investigation would need to escalate in order to interview the suspect about the offence, and potentially place bail conditions on him. In this case the threat was that the suspect had made threats of violence towards the victim. The harm was that these threats could be carried out. The risk was that the suspect and victim live in the same property. The investigation needed was a statement from the victim, the video evidence, door to door of the residents inside the housing of multiple occupancy and any CCTV from outside the property capturing the incident. The victim was vulnerable due to the fact he lived in the same house as the suspect. Engagement was needed with the victim in order to gain enough evidence to arrest for this offence (College of policing, 2021).

I engaged with the victim, and he made me aware that he would not be going back to the property until something was done about the suspect as he was scared that the suspect may follow through with the threats he made or continue his verbal abuse, and this was causing the victim harassment, alarm, and distress as it was an ongoing issue.

Having analysed all the information I had so far, I thought it best that this incident be dealt with as soon as possible. My reasoning for this was based on the THRIVE assessment I had made. Another reason for my decision was that if the suspect was arrested, charged

and bailed for the offence then bail conditions could be placed on him not to interact with the victim and this would be a good outcome for this incident, as if he breached his bail conditions, he would be arrestable again, which hopefully he would not want to happen, therefore he would follow his bail conditions and leave the victim alone. At the time I believed that this was probably the best course of action to take as it would prevent anything further from happening.

I used the national decision-making model in order to ensure I had total confidence in my decision to arrest the suspect and bring him in for questioning based on all the evidence available to me. The information and intelligence that I had received disclosed an offence to me. I had assessed the risk and developed a working strategy. The risk being that they lived together and the working strategy to be to arrest the suspect, bring him in for questioning and whilst these enquiries were being carried advise the victim to stay away from the house to prevent further incidents occurring. The powers and policies I had available to me were to arrest the suspect under section 4A of the public order act 1986 (*Public Order Act 1986*). I identified my options, which were to go to this male's home address and conduct arrest enquiries. Then the action taken would be to arrest him for the offence, bring him in for questioning and potentially get a charge, and place bail conditions on him (College of policing, 2013).

I attended the address to conduct arrest enquiries, but the suspect refused to let us enter the property. As he was being arrested under section 4A there was no power of entry to the property. Based on this I used the NDM to determine the best option available to me in order to arrest the suspect. I made the decision to ask the victim if they would give officers written permission to enter the premises with their key in order to conduct arrest enquiries, which they agreed to.

With regards to offender management, I wanted to ensure that I had good knowledge of the suspect and his behaviour before arresting him. I conducted some checks on NICHE, which is the software/database that South Wales Police use for any incidents, on the suspect to see if he had any warning markers in order to determine the right way to approach him. I did this so that I would have an improved situational awareness and could process any potential threats in the environment (College of policing, 2021). I have found that during my time as a response officer the way in which you communicate with people, when arresting them, is always the decider on how they are going to react. This way of communicating with suspects has been found to be successful in preventing conflict. It has been found that using

de-escalation, communication tactics with members of the public was associated with a calm citizen demeanour. A study showed that using the 'human' tactic to reduce the citizen/officer power difference or using the 'honest' tactic, whereby officers are upfront with the subject about what is going on helped create a calm citizen demeanour (Todak and James, 2018). Therefore, for me the most important aspect of arresting someone is to communicate with them in a calm and respectful manner. I have found this to be a style of policing that has worked for me, and I have approached every arrest I have conducted in this way, and this is supported by studies, like the one cited above, to have a positive effect on the behaviour of the suspect.

This suspect did have a few warning markers so on the basis of this I used the NDM, in order to keep myself and the suspects safety at the forefront of my mind, I asked two other officers to come along and assist with the arrest enquiries. The suspect initially refused to open his bedroom door but eventually did and using the 'honest' and 'human' communication tactics I arrested him for the offence. I let the suspect grab some belongings and then placed him in the van. The whole time he was in our custody he was pleasant to us, and I believe this to be because we were pleasant with him and treated him with respect.

Whilst the suspect was being conveyed to custody, he made some counter allegations with regards to the victim. Under section 3.5 of the Criminal Procedure Investigation act 1996, this would have to be a line of enquiry we, as impartial investigators, would have to look into (*Criminal Procedure Investigation act 1996*). This was all captured on my body worn footage and would have to be disclosed to the defence under section 10.1 of the Criminal Procedure Investigation Act 1996 (*Criminal Procedure Investigation Act 1996*). I contacted the victim and made him aware that we had the male in custody and that he would be questioned in relation to the offences.

For me the most significant aspect of this incident was getting the outcome that the victim wanted and to be able to update them on this and hear the relief in their voice made me feel proud of the police work I had conducted in this investigation. At the time I did not think that I would get the outcome they wanted due to evidential difficulties that it thought the suspect may have used as a defence.

Another element of this incident that I also felt was significant was that when I was allocated the incident and assessed the risk using the THRIVE approach and the NDM, I made the decision that I wanted to deal with this incident quicker than initially anticipated, due to all these factors. Although I set myself this goal, my shift finished before I got the

chance to interview the suspect, meaning it was handed over to the HUB. However, due to all the initial investigative work I had done and the arrest, the suspect was interviewed, charged to magistrates, and bailed with conditions on the same day. This was a good reflection of my use of the national decision-making model.

In the future, I feel as though it would be beneficial for me to see an investigation like this through to the end in order to gain more experience and better my understanding of cases file and conditional bail. Unfortunately, this was out of my hands due to shift patterns and the safeguarding issues regarding the victim, meaning the investigation needed to be conducted rather quickly in order to place conditions on the suspect.

In conclusion, I am proud of the police work I carried out for this incident. I got the make my own decisions, with confidence, with regards to the victim and suspect. I also had to consider my responsibilities under the Criminal Procedure Investigation Act 1996 as there was undermining material to be disclosed to the defence. I had to consider safeguarding, risk assessments, arrest enquiries and start a case file ready to handover to other officers. On reflection, an area in which I would like to focus on in future incidents is trying to be involved in the full process of an investigation right up until the charge is given to the suspect. Being involved in an investigation from the outset will help me gain experience in interviews and also with building case files. As I newly independent police officer my involvement in this incident really helped with my confidence in making my own decisions and I hope that if I get allocated more serious incidents this confidence in my policing decisions will continue to grow.

Word count- 2472

Task 5

Personal Development Plan (PDP)

As part of your reflective process, please use this table to aid you in identifying the next steps for development.

This is equivalent to 500 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
Confidence in making the decisions to arrest. I struggle to have confidence in my decisions to arrest when I can justify that an arrest is necessary. Offences have been disclosed to me and I prefer to seek my tutor's reassurance to arrest. I need to build on this in order to become confident as an independent officer.	• Taking opportunities to conduct arrest warrants for offences. • If offences have been disclosed to me and I can justify that arrest is necessary, then don't look for confirmation from my tutor. Take confidence in my decisions.	• My tutor • My team • My sergeant • My colleagues from training • When arrests are pre-planned, use my EPNB to note down the necessary so that I am prepared for the arrest and for presentation to custody.	I aim to develop in this area by the end of my tutorship on response as this is the best opportunity for me to gain confidence in making decisions to arrest. I will review each arrest I make with my tutor after the fact and ask him how he thinks it went, what I did good and how to improve for the next time. 1st arrest- talked about it prior with my tutor. Offences had been disclosed prior to arrival. Prepared in the police van as I was extremely nervous. My team members came with me for support. 2nd arrest- was spontaneous. Attended an incident and offences were disclosed to me. I discussed the circumstances with my tutor whilst my colleagues were with the subject. I knew the subject needed to be

			arrested based on the circumstances but asked for my tutor's view prior to conducting the arrest. 3rd arrest- was spontaneous. We attended an incident with my tutor and two colleagues. I was with the victim getting the circumstances. They disclosed to me two different offences of criminal damage and domestic assault. I knew the subject needed to be arrested and my tutor tried to prompt me to go and do it, but I still waited for his reassurance. 4th arrest- my fourth arrest involved intervention from an outside organisation who contacted the police directly to say they had some information and evidence in relation to a person on our patch and that police attendance was needed. I arrived at the persons home address, with 3 other officers from my team and spoke with the RP whilst two of the other officers went to speak with the suspect. The RP disclosed to me offences of causing or inciting a child to engage in sexual activities. Once I had gathered the circumstances from the RP, I went inside
--	--	--	--

		the suspects address and made him aware of the allegation made against him and that he was under arrest. The suspect was very complaint and understood he had done wrong. The only thing I found difficult about this arrest was that the suspects family were present, and they were visibly upset. I then conveyed the male to custody and returned back to seize any digital devices he had for further investigation. 5th arrest- This was my first arrest after receiving independent patrol status. My Sergeant asked me to look at an incident and do the necessary enquiries before making a decision on how it would progress. The IP did not want to engage over the phone and was currently in the suspect house. Therefore, a safeguarding issue was present. I called the RP and took a statement from her as this would have been enough evidence to arrest the suspect. The RP disclosed to me offences of sexual assault by touching. I attended the suspects home address, and he
--	--	---

			was outside the property on our arrival. Myself and 3 other officers attended for these arrest enquiries. I arrested him and then my colleagues were watching him as I had to go and speak with the victim and take her away from the property. I felt nervous doing this arrest as the victim was also present, but she was very thankful and engaging with officers. 6th arrest- My 6th arrest was my final one on response and it was one where I did the initials with the victim and made the decision off of my own back to arrest. I had full confidence in my decision to do so and ultimately a charge was given to the subject for the offence he was arrested for. By the end of my tutorship, I now feel as though I am very competent in arresting suspects and have a good style of communicating with people whilst they are under arrest in order to minimise conflict.
My understanding on case files and the documentation that needs to be submitted for	• Try and work on as many files as I can. • Watch my team and tutor when they submit files for	• My tutor • My team • My sergeant • Disclosure SPOC • BOB-policing website.	My timeline for improving in this area will be longer as on response there is not many chances to submit quite heavy case files. I will be focusing more on this

different offences, pleas, and charges (Police or CPS) I also want to expand my knowledge on the different types of bail for the different charges. For example: Bail for further enquiries, bail pending CPS advice and police bail. There are different files that need to be submitted for different charges and as I am new in service, I have found it hard to wrap my head around it.	their own workload. • Make a word document of what is needed for certain files/offences so that in the future if I am stuck, I have notes for it. • Asking my team, sergeant, and tutor to review my work before I submit it. • The best place for me to be able to develop my knowledge and understanding of case file is in the HUB.	• My HUB mentor is the main person who will be able to assist me in my development and knowledge of case files, therefore my timeline will be longer in this area of development. This is because the HUB will be the best place for me to develop in this area as opposed to on response.	area of development in the HUB and hopefully once my attachment is completed there, I will have a much better understanding on case files, the different types of files, pleas, out of court disposals and streamline disclosure. • My first file I completed was with my tutor and I mainly focused on the interview side of things as it was 6 different offences that the subject was being interviewed for. • I did an arrest file for an incident where I was the arresting officer. This helped me learn what needs to be done on NICHE for an arrest file. • I have been working on my OEL updates and my tutor has been letting me do the updates for offences that are going to CID so that I can get experience in doing
--	---	--	---

			handovers. I am very confident in this area now and my OEL updates and hand over packages are very detailed and informative. • I had to submit a case file for the offences of section 3 public order, affray and 4 counts of shop lift. I was the initial OIC before it got given to the HUB. The male in question had gone into the same shop on four different occasions and taken items from the store without making any attempts to pay. When challenged by staff he made threats to harm them in front of other customers. A colleague and I arrested him and put the initial part of the case file together ready for the hand on package. The male went to court and the file was CJIT'D for the CPS. I
--	--	--	---

			also had comments from the hub officers who took the case on after my involvement saying that the initial documents uploaded to the case file were very good. • TOR- I conducted a vehicle seizure under section 165 of the RTA due to the person driving with only a provisional license, making his insurance invalid. U had to create a traffic case file for this as the incident would be heard at magistrate's court. This was slightly complicating for me as traffic was not something I was 1005 clued up on. One of the boys on my team helped me with this file and once completed it was straightforward. • Although I have only been in the hub a short while, I feel as
--	--	--	---

			though my knowledge and understanding of case files has expanded and I am now being given prisoners to deal with on my own. Although I do ask for assistance, I am not confident in how to build a case file for GREEN cases. I have yet to build one for a RED case so that will be something to work on in the future.
Confidence in attending incidents without my tutor after being signed off as independent. This relates to mainly my decision making independently. As I am quite young in service I am not as knowledgeable or experienced as the other officers when attending incidents and I always have a worry that I may make a mistake. Therefore, this is something I	• Try and work with all the different officers on my team and to gain knowledge and experience on their different styles of policing. • If I have any doubts about any decisions myself of my colleagues have made, make sure I ask for further advice from my sergeant or my tutor. • Attend as many different incidents as	• The members of my team who I get paired with other than my tutor. • Work with different teams on overtime shifts. • My sergeant. • My tutor. • My ATO. • Myself- by evaluating any decisions I make and critically analyse them afterwards.	The timeline for this one will start after I have been signed off as independent. This does not give me much time on response as an independent officer as my HUB attachment started quite soon after I was signed off. However, I aim to pick up overtime shifts on response in order to attend incidents independent from my tutor so that I do not look to him to support my decisions I make as an independent officer. • Since being signed off as independent, I have attended many incidents

need to overcome in order to be a confident as an independent officer	possible that I am able too so that I can gain experience without my tutor's support. I feel as though when I make my own decisions with regards to incidents this is when I will be able to learn my own style of policing. • Evaluate all my decisions with regards to incidents with my colleagues and get their inputs. • Never be too afraid to ask for help.		with all members of my team. The majority of which they have allowed me to take a leading role in. • I have also been the lead in arrest enquiries for potential suspects. • I have also had G4 calls to deal with on my own and these have really helped me with having confidence in my own decision making and I feel as though I have managed these calls very well. • Since being signed off as independent I have had two arrests, a VA interview, restorative justice with a child and conditional caution, which I have dealt with on my own. I have asked for advice from my team members and my sergeant, but I am gaining more confidence
--	--	--	---

			when dealing with things on my own. • Since being independent I have also been allocated a G2 and in the same day all initial enquiries were carried out by myself, the arrest was carried out by myself and a hand on package for the interviewing officers was formed by myself. The majority of the decisions made in this investigation one done by me and this has helped my confidence grow.
--	--	--	---

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.

BBC, (2015), Avoid criminalising children for minor offences, says MP. Available online at:

[Avoid criminalising children for minor offences, say MPs - BBC News](#)

(Accessed on: 11 June 2022).

Beard, K.Y., (1998), The effects of a teacher and parent-directed proactive early intervention on the behaviours of elementary school children at-risk for antisocial behaviour. University of Oregon.

Blurt it out, (2018), The mental health benefits of having a daily routine. Available online at:

[The Mental Health Benefits Of Having A Daily Routine \(blurtitout.org\)](#)

(Accessed on: 11 June 2022).

College of Policing, (2020) Communication. Available online at: [Communication | College of Policing](#)

(Accessed: 13 June 2022).

College of Policing, (2013), Detention and custody of children and young persons.

Available online at: [Children and young persons | College of Policing](#).

(Accessed: 11 June 2022).

College of Policing, (2020), Conflict management skills. Available online at: [Conflict management skills | College of Policing](#)
(Accessed on: 01 June 2022).

College of Policing, (2020), Introduction to initial accounts, Available online at: [Introduction to initial accounts | College of Policing](#)
(Accessed on: 12 June 2022).

College of Policing (2021), Introduction to vulnerability related-risk. Available online at: [Introduction to vulnerability-related risk | College of Policing](#)
(Accessed on: 09 June 2022).

College of Policing, (2013), National Decision Making Model. Available online at: [National decision model | College of Policing](#).
(Accessed on: 15 June 2022).

College of Policing, (2021), Victim Codes. Available online at: [Victims' Code for policing | College of Policing](#).
(Accessed on 05 June 2022).

College of Policing (2020), Witnesses, own words and opening questions. Available at: [Witnesses' own words and open questioning | College of Policing](#).
(Accessed on 05 June 2022).

Coupe, T.I.M. and Griffiths, M.A.X., (1999), The influence of police actions on victim satisfaction in burglary investigations. *International Journal of the Sociology of Law*, 27(4), pp.413-431.

Crime stoppers, (no date), Antisocial Behaviour. Available online at: [Antisocial behaviour | Crimestoppers \(crimestoppers-uk.org\)](https://www.crimestoppers-uk.org/antisocial-behaviour)

(Accessed on: 05 June 2022).

Criminal Procedure and Investigation Act Code of Practice 1996 Available online at: [Criminal Procedure and Investigations Act Code of Practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/criminal-procedure-and-investigations-act-code-of-practice)

(Accessed on: 04 August 2022).

Crown Prosecution Service, (2019), Restorative Justice. Available online at: [Restorative Justice | The Crown Prosecution Service \(cps.gov.uk\)](https://www.cps.gov.uk/restorative-justice).

(Accessed on: 04 June 2022).

Eilam, D., Izhar, R. and Mort, J., (2011). Threat detection: behavioural practices in animals and humans. *Neuroscience & Biobehavioural Reviews*, 35(4), pp.999-1006.

Home Office, (2003), A guide to Antisocial behaviour orders and Acceptable behaviour contracts. Available online at: [Cover \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/a-guide-to-antisocial-behaviour-orders-and-acceptable-behaviour-contracts)

(Accessed on: 04 June 2022).

Gracepoint wellness, (No date), The social impact of stress – stress reduction and management. Available online at: [Social Impact of Stress - Stress Reduction and Management \(gracepointwellness.org\)](https://www.gracepointwellness.org/social-impact-of-stress).

(Accessed on: 01 June 2022).

Healthline, (2020), How to identify and manage your emotional triggers. Available online at: [Emotional Triggers: Definition and How to Manage Them \(healthline.com\)](https://www.healthline.com/health/emotional-triggers)

(Accessed on: 25 May 2022).

Jackson, E.M., (2013), Stress relief: The role of exercise in stress management. *ACSM's Health & Fitness Journal*, 17(3), pp.14-19.

Join Zoe, (2022) What endorphins can do for you and how to increase your levels. Available online at: [Endorphins: What They Are, What They Do, How To Release Them \(joinzoe.com\)](https://joinzoe.com)
(Accessed on: 25 May 2022).

Kredlow, M.A., Capozzoli, M.C., Hearon, B.A., Calkins, A.W. and Otto, M.W., (2015), The effects of physical activity on sleep: a meta-analytic review. *Journal of behavioral medicine*, 38(3), pp.427-449.

Public Order Act 1986, Section 4A, Available online at: [Public Order Act 1986 \(legislation.gov.uk\)](https://legislation.gov.uk)
(Accessed on: 02 August 2022).

LFSCF, (2021) What is section 136 of the mental health act. Available online at: [What is a Section 136 of the Mental Health Act? :: Lancashire and South Cumbria NHS Foundation Trust \(lscft.nhs.uk\)](https://lscft.nhs.uk)
(Accessed on: 24 June 2022).

Mental Health Act, 1983, Section 136. Available online at: [Mental Health Act 1983 \(legislation.gov.uk\)](https://legislation.gov.uk)
(accessed on: 05 August 2022).

Mind tools, (No date), Betari Box- Communication skills. Available online at: [Betari Box - Communication Skills Training from MindTools.com](https://MindTools.com)
(Accessed on: 04 August 2022).

Mind tools, (2016) Gibbs Reflective Cycle. Available online at: [Gibbs' Reflective Cycle - Helping People Learn From Experience \(mindtools.com\)](https://www.mindtools.com/pages/newbytemple/newbytemple.htm)

(Accessed on: 11 June 2022).

Ministry of Justice, (2018), Overview: Public order offences. Available online at: <https://consult.justice.gov.uk/sentencing-council/public-order-offences/#:~:text=Public%20order%20offences%20are%20high%20volume%20offences%20both,and%2017%20per%20cent%20in%20the%20Crown%20Court.>

(Accessed on: 15 June 2022).

Ministry of Justice, (2021), The code of practice for victims of crime in England and Wales and supporting public information materials. Available online at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974376/victims-code-2020.pdf

(Accessed on: 04 August 2022).

Office for national statistics, (2021), Available online at: <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/crimeinenglandandwales/yearendingseptember2021#anti-social-behaviour>

(Accessed on: 04 August 2022).

Power of positivity, (2018), 10 behaviours that reveal someone has a mental health problem. Available online at: [10 Behaviors That Reveal Someone Has A Mental Health Problem \(powerofpositivity.com\)](https://www.powerofpositivity.com/10-behaviors-that-reveal-someone-has-a-mental-health-problem/).

(Accessed on: 13 June 2022).

Russell, A.E., Ford, T., Gunnell, D., Heron, J., Joinson, C., Moran, P., Relton, C., Suderman, M., Hemani, G. and Mars, B., (2020). Investigating evidence for a causal association between inflammation and self-harm: a multivariable Mendelian Randomisation study. *Brain, behaviour, and immunity*, 89, pp.43-50.

Sharma, S., Singh, G. and Sharma, M., (2021). A comprehensive review and analysis of supervised-learning and soft computing techniques for stress diagnosis in humans. *Computers in Biology and Medicine*, 134, p.104450.

Shivayogi, P., (2013). Vulnerable population and methods for their safeguard. *Perspectives in clinical research*, 4(1), p.53.

Statista, (2022), Number of public order offences in England and Wales 2002-2022, Available online at: [Public order offences in England and Wales 2022 | Statista](#) (Accessed on: 02 August 2022).

Todak, N. and James, L., (2018), A systematic social observation study of police de-escalation tactics. *Police Quarterly*, 21(4), pp.509-543.

Youth Justice Resource Hub, (2022), Out of court disposals and preventions. Available online at: [Out of Court Disposals and Prevention - Youth Justice Resource Hub \(yjresourcehub.uk\)](#). (Accessed on: 13 June 2022).

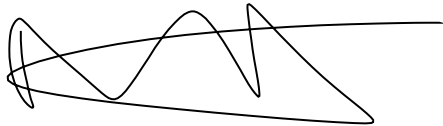
CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin
--

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 with the regulations.

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke extending to the right.

Signed: -

- Molly Thomas

Date: 11/07/2022