

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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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.

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.

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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:

During this section of the workbook, I will discuss and compare the coping strategies I have applied to develop resilience and minimise stress through my initial six months of training, and since being attested as a Police Constable. In order to do this, I will be using Borton's Model of Reflection (Borton, 1970).

Before this section can begin, it is vital to define what stress and resilience are. Stress is "the body's reaction to feeling threatened or under pressure" (National Health Service, n.d.), and although stress can sometimes be good to drive us through and help us achieve things, too much stress can be harmful to our bodies (National Health Service, n.d.). Stress can be caused by "situations or events that put pressure on us" (Mind, 2017) and is often the "reaction to being placed under pressure" (Mind, 2017). Therefore, resilience can be defined as "the capacity and dynamic process of adaptively overcoming stress and adversity while maintaining normal psychological and physical functioning" (Rutter, 2012). It is important to note that psychologists also state that being resilient is simply not just 'bouncing back', it can also be using these difficult experiences in order to develop your personal growth (American Psychological Association, 2012).

The first section of Borton's Model of Reflection (1970) looks at the 'what?', and therefore, this section will consider what has happened.

A vast amount of literature highlights that "stress is a normal part of life" (WebMD, 2020). However, some academic research suggests that some professions are more stressful than others (Health and Safety Executive, 2019). One of these professions is policing, as research has found, and I'm sure officers will support the view that policing is an extremely stressful job (Abdollahi, 2008), and therefore it is vital to build resilience and minimise stress wherever possible.

Although the initial six months of training would naturally be stressful, due to the workload, the stress of this initial period has been exacerbated by the coronavirus pandemic (World Health Organisation, 2020). On the evening of my first day of training school, Boris Johnson announced that the United Kingdom would be going into a national lockdown in order to stop the spread of Covid-19 (Her Majesty's Government, 2020). This ultimately effected how our time in training would be conducted. I found the prospect of a national lockdown extremely frustrating, frightening and stressful, due to going into the unknown. Initially, I found it hard to cope. In addition to this, during lockdown, I have experienced a significant amount of stress in my personal life, as my father has required further radiotherapy and chemotherapy treatment for prostate cancer, adding to the stress I have had to endure. The second part of Borton's Model of Reflection (1970) considers the 'so what?', during this section, I will consider what I have done in order to adapt and cope with the stress I have experienced in the last six months.

In order to cope with the stress I was experiencing in both my professional and personal life, I decided I was required to carry out actions in order to minimise the stress and ultimately adopt coping strategies in order to build resilience. These actions included exercising regularly and implementing mindfulness practices into my daily routine.

Some academic literature highlights the positive impact exercise can have on both psychological and physical stress (De Geus & Van Doornen, 2007; Dalton, 2020).

In normal day-to-day life, I find one of the most effective ways to relieve stress and build resilience is by going to my local gym. However, due to tight lockdown restrictions during the initial months of the training period and the closure of gyms, I found it a very effective way to reduce stress and improve my mental wellbeing by going for a daily walk, whatever the weather. Research carried out by Professor Rob Copeland in July 2017 as part of the Move More campaign supports this, and through his research has found that brisk walking can de-stress the mind, which ultimately leads to you feeling more energetic, as well as additional physical benefits (Copeland, 2017). However, given the current advice regarding social distancing and the increase of coronavirus transmission, walking in public could be stressful on times when people weren't so mindful about maintaining this distance.

In the future, I think it may be beneficial for me to try different types of exercise which wouldn't necessary involve interacting with other members of public at all, such as yoga and body conditioning, as research has suggested that these types of exercise have been proven to be the most effective in stress reduction (Berger & Owen, 2013). That being said, I do also think that exercising outside in way of a daily walk does have added benefits of

strengthening our respiratory system and soaking up Vitamin D from the sun (Gillard, 2018). Therefore, whilst I will try other types of exercise at home, I do think the benefits of outdoor activity are also important to stay both physically and psychologically healthy, whilst staying safe.

Another coping mechanism that I have recently started during the initial six months of training is meditating using the Headspace App on my phone. I implemented this into my daily routine as I have heard extremely good things about how meditation can reduce the impact stress has on us both physically and psychologically, which has also been supported through academic literature (National Health Service, 2007; Mineo, 2018). I now use the Headspace App most days, as I feel it helps me to feel grounded and calm me down when I am feeling stressed or anxious. Research supports the experience I have had, as it has found that “the more we meditate, the more we build this mental resilience” (Headspace, n.d.).

Although I have found meditation practices extremely helpful when coping with stress in both my personal and professional life, and it has enabled me to build resilience, I have found it an extremely difficult practice to follow, especially when tired after long days of revision, and when my head is full of thoughts. Nonetheless, it has been an effective resilience building exercise that I will continue throughout my policing career and whilst stress at home continues.

In addition to meditation, I have also found that spending regular quality time with my family one of the most beneficial components to minimise the stress placed on me and improve my mental wellbeing. I have found it vital to ensure that have a good work and personal life balance, in order not to go into overdrive and ultimately cause myself further stress and anxiety (Stinchcomb, 2004).

That being said, throughout the highs and lows of life, I have always found the greatest support and stress minimising activity I have ever carried out, is speaking with my family and friends about my concerns, stressors and worries, and this approach is one in which I have not strayed away from during these initial six months of training either. The Heads Together Campaign supports this view, and expresses greatly the benefits of talking (Heads Together, 2020) and I strongly support this theory.

The final stage of Borton’s 1970 Model of Reflection considers ‘now what?’, and is possibly the most important stage of reflective practice. Here, I will explore what I have learnt and how I would implement what I have learnt from this experience in my daily life.

Overall, I have found through this experience that it is vitally important for me to adopt and implement stress reducing behaviours and actions, in order to build further resilience going forward into my career.

A downfall of some coping mechanisms I have adopted during this time, is that they do not prevent the stress caused, and “they are reactive rather than proactive” (Stinchcomb, 2004, p. 269). However, studies have suggested otherwise for meditation, as research has revealed that by practicing meditation regularly, it can help individuals to see life, in particular stress, through a new lens (Headspace, n.d.). That being said, meditation can be time consuming, without always seeing benefits immediately after the session has finished. Although a daily walk in the outdoors can also be time consuming, I have found this practice far more rewarding in regards to coping with my current circumstances, both professionally and personally, as it provides perspective and grounds my thoughts. However, with that being said, I have missed rigorous exercise in the gym, and I look forward to returning to my regular routine as life eventually becomes more normal.

The most beneficial coping strategy I have implemented over the last few months has by far been utilising the support of my family and friends. Through combining quality time talking through worries, concerns and stressors with those close to me, whilst walking outdoors on a daily basis, I have reaped the benefits of releasing stress and building both psychology and physical strength at the same time. I already have found that these activities have helped when dealing with stress during my first few shifts and whilst stress continues at home. Therefore, I aim to maintain these practices throughout my policing career, in order to ensure my resilience to stress is sustained.

My experience of stress during my initial six months of training has taught me the importance of resilience, especially going forward into a career in policing. As once said by Gever Tulley, “persistence and resilience only come from having been given the chance to work through difficult problems” (Maxwell, 2020), and I truly believe that this experience has been important in order to teach me the value of coping mechanisms and self-care.

To conclude, in this section, I have discussed and compared the coping strategies I have applied to develop resilience and minimise stress during my initial 6 months of learning and since being attested as a Police Constable.

Word Count – 1632 words

Task 2

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

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

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

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

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

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

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This section of the workbook will reflect on my role and actions in a policing incident involving conflict. In order to help me to do this, I will be using Gibbs' Model of Reflection (1988).

As part of my new role, I am expected to regularly deal with conflict and to manage this effectively. Before this section can begin, it is vital to explore what is meant by the term 'conflict'. Collins Dictionary (2020) provides a variety of definitions for the term, however, the most universal definition can be described as "a struggle or clash between opposing forces" (Collins Dictionary, 2020).

The first stage of Gibbs' Reflective Model (1988) will assist me in describing a particular event involving conflict, and I will then continue to use the Model throughout this section of the workbook in order to reflect on my involvement in this situation.

In this particular incident, I attended a local hotel alongside my tutor, another student officer, as well as two response colleagues and the response Sergeant in order to enforce a

closure order on the premises, under Section 76 of the Anti-Social Behaviour, Crime and Policing Act 2014. The premises were issued with a closure order for three months following a case taken to Magistrates' Court by the Crime and Disorder Reduction Officer. The closure order was issued following the premises being involved in a significant amount of nuisance, disorder and criminal activity (Shelter Legal England and Wales, 2020; Home Office, 2019).

My role in this incident was to attend the premises to enforce the closure order, and encourage any persons located to leave so that the property could be secured and the closure period could begin. Whilst carrying out my role, it was vital that I was aware of cultural, ethical and language issues that could arise, as well as being mindful of my role under the Equality Act 2010. When assessing cultural issues, I, alongside other officers in attendance, needed to be mindful of the time of our attendance, as the owner follows the Muslim faith, and therefore consideration needed to be given surrounding prayer times. Therefore, I carried out some research surrounding this, using the Islamic Finder (2020) website and ensured we attended the location around these times in order to be respectful. Additionally, I considered the possible language issues that could arise during the incident, as there was a significant amount of intelligence stating that a number of foreign nationals were staying on the premises. Therefore, I ensured before we arrived at the location that I had access to translation services on my work mobile device, such as Google Translate. Although these services were not required to be used, it was still particularly useful to be mindful of challenges that may have arisen.

Gibbs' Reflective Model (1988) asks those engaged in reflective practice to explore how they felt before, during and after the event in question. Initially, when arriving at the incident, I felt slightly apprehensive and nervous about going into the unknown. I felt like this especially when I carried out a number of room checks, knocking each door of the hotel, asking the residents to pack up their items and to leave the premises as soon as possible, whilst remaining respectful, treating all individuals fairly, with courtesy and dignity. Although, evidence suggests that it is perfectly normal for police officers to feel apprehensive and nervous (The Telegraph, 2019; Moss, 2019; Police Firearms Officers Association, 2018), I believe that my anxiety was exacerbated by the element of the unknown. However, once I had engaged with a number of residents, my anxiety began to decrease, and I felt determined to get the job done.

I will now evaluate the incident, as well as my role in it. At the start of enforcing the closure order, a number of residents were particularly frustrated and refused to leave the premises.

When knocking on one door, located on the top floor of the hotel, a male came to the door, and appeared to be extremely confused about why I was there and why I was asking him to leave the property. I spent a vast amount of time speaking with the reluctant residents, including this male, explaining the reasoning for officer attendance and the processes surrounding the closure order issued by the court. Although some residents were disheartened and concerned about facing homelessness, through effective communication and empathy, I was able to encourage these individuals to leave peacefully.

However, another male resident, who advised officers that he lived in a small flat located on the premises of the hotel, was particularly angry and became extremely resistant towards officers, including myself. The male could not understand the reasoning for police attendance at the scene, and ultimately refused to leave the premises, not allowing myself and other officers present to implement the closure period.

In an attempt to encourage the male to leave the premises, I utilised some of the effective communication skills I had been taught during my previous job as a Police Community Support Officer, such as both verbal and non-verbal communication methods, to engage with the male calmly, explaining the reason for the closure notice and that I, alongside my colleagues, were on the premises to simply carry out the order given by the court. The male did not accept this, and instead this made him extremely aggressive towards me.

I have since found some research that would suggest that the male's brain had been taken over by emotion, namely anger and frustration, and therefore affecting his ability to think rationally about his behaviour (Golden, 2016; Kirman, Livet & Teschl, 2010). However, when critically evaluating this view, research argues that "emotions, being largely involuntary, are not actions" (Elster, 1996, p.1392) and actions can be described as both rational and irrational, and it is not the influence of emotion which determines this (Elster, 1996). Therefore, it is almost impossible to determine whether the male's reaction to the incident was triggered by the emotion or the rational brain, making it difficult to consider how my behaviour could impact on the side of the brain being used by the male in this incident. It is however, important to be mindful throughout my role of how emotion effects individuals involved in conflict.

That being said, Betari's Box considers the "impact that our attitudes and behaviours have on the attitudes and behaviours of the people around us" (Mind Tools, n.d.). This theory suggests that we can determine how an individual will act dependant on our own behaviour. When considering this in this particular incident, I believe that through utilising effective

communication methods, the male eventually calmed down and began to see the situation more rationally.

One of the verbal communication methods I used is the LEAPS model in order to diffuse the situation. This model has been described as a “method of non-violent conflict resolution” (Guest Relationships Blog, 2012), and encourages uses of the model to listen, empathise, ask, paraphrase and summarise. I feel that I used this model correctly and although I found this model helpful initially, it became evident that the model was not going to solve the conflict, and instead began to agitate the situation further, as the male felt that I was mocking him by paraphrasing and summarising what had been said. I found this frustrating, but I felt I needed to stay objective in why I was at the premises, and in order to do this, I was required to remain calm and change techniques in order to de-escalate the situation. Another tactic that I implemented during this incident is the five-step appeal model (College of Policing, 2019a). Through this model, I began by simply asking the male to pack his things and leave the premises, and when the male continued to refuse, I attempted to reason with the male, explaining the reasoning behind the request further. The male then presented officers at the scene with five young kittens, kept in a box and stated he could not leave, as he would have nowhere to house the kittens. I then used this information in order to use the third step of the five-step appeal model, highlighting the consequences to the male if he continued to refuse to leave the premises, in particular, that he could face arrest for a breach of the peace. This again did not work, and the male continued to vent his frustration towards my colleagues and I. Due to this, I then advised the male that he was now on his final warning, moving into the fourth stage of this model. This eventually worked, and the male began to gather his items, albeit still extremely agitated by this situation. If this stage did not work in encouraging the male to gather his possessions and leave the premises, I would have then had to move forward onto the final stage of the five-step appeal model, whereby I would have taken action against the male in possibly executing reasonable force.

When evaluating on the use of the five-step appeal model in this incident, I believe that overall I implemented the model well as a fundamental element of effective communication, as it encouraged the male to follow instructions given, without having to use reasonable force. That being said, I do feel that I rushed through the third step of the model, and could have engaged further with the male, to build a stronger rapport and added to the personal appeal stage of this process. However, as I have said, I do feel that I managed the conflict well by utilising this model and eliminating the need for reasonable force.

But, what is reasonable force and when should it be applied? There is a vast amount of legislation that surrounds the legitimate use of reasonable force by both police constables and members of public, namely Section 3 of the Criminal Law Act 1967 and Section 117 of the Police and Criminal Evidence Act 1984. Ultimately, “force should only be used by police officers when justified, and must be applied proportionately to protect the officer(s) or others from harm or when detaining a person after arrest or for the purpose of a search” (Bryant & Bryant, 2019, p. 339) and if officers do not use force legitimately and in line with the execution of their duties, their actions could be deemed unlawful (Bryant & Bryant, 2019). Also, Robert Peel set out in the 9 Principles of Policing that the police should “use physical force only when the exercise of persuasion, advice and warning is found to be insufficient to obtain public co-operation to the extent necessary to secure observance of law or to restore order, and to use only the minimum degree of physical force which is necessary on any particular occasion for achieving a policing objective” (Home Office, 2012). Bryant and Bryant (2019) support this principle, stating officers should “use active listening skills to try and calm the situation down” (Bryant & Bryant, 2019, p. 340), and if the threat, harm and risk still exists, officers should consider the use of primary and secondary control skills (National Police Chiefs Council, n.d.). During this incident, I utilised the skills described by Bryant and Bryant (2019) in order to minimise the threat, harm and risk to myself and my colleagues at the scene, ultimately meaning that force was not required. However, if the use of force had been required, it would have been within my duty to ensure that the force applied was only of the level that could be considered reasonable, as well as to work in line with the Code of Ethics and by ensuring I am always open and objective about my actions (College of Policing, 2014a). Eventually, this incident of conflict was resolved, and all individuals left the premises peacefully, resulting in the property being secured, allowing the closure period to begin, reducing the nuisance, disorder and criminal behaviour to decrease in that area for at least three months. On leaving the incident, I spent some time reflecting on the practices I followed without consideration. For example, I activated my body worn video camera at the beginning of the incident, which follows force policy on dealing with incidents involving conflict. Additionally, I updated my pocket notebook in line with force policy and to ensure accountability (Independent Police Complaints Commission, 2015). It was vitally important throughout the incident that I was mindful of the Codes of Ethics, ensuring that I fulfil my duty to follow the standards of professional behaviour and the

policing principles when conducting myself as a police constable (College of Policing, 2014a).

When analysing my involvement in this policing incident of conflict, I believe that I performed well throughout the incident, as I continued to consider and implement all relevant Codes of Practice, in particular the Code of Ethics. I also feel that I engaged well with those at scene, using verbal methods of communication, as well as non-verbal communication to reinforce what I was saying (Laurier, 2019). In particular, I feel that I used the LEAPS model well, engaging well with the male, despite this not resolving the conflict.

On reflecting on my performance, I do believe that I followed some of the parts of the five-step appeal well. But, I do feel that I rushed the third step of the model, and missed out on building rapport with the male. Therefore, I feel that I need to develop my knowledge surrounding this stage, to ensure that in future I implement the model fully. In order to do this, I will carry out extra learning in my own time, as well as further training with the operational training department.

Additionally, I believe that I need to expand knowledge surrounding the legislation of closure orders, especially around the use of force included within Section 79 of the Anti-Social Behaviour, Crime and Policing Act 2014, which provides constables with the power to enter any premises using reasonable force if necessary in order to enforce a closure order. Although this was not required during this incident, it would be useful for officers in attendance to be aware of this legislation if we had not been allowed access.

To conclude, this section of the workbook has allowed me to critically assess my role in a policing incident involving conflict, as well as to reflect on my application of fundamental elements of effective communication, and to describe the process for determining whether the use of force was necessary in a conflict situation, all through Gibbs Reflective Model (1988). This incident has enabled me to reflect on my performance, and through this, I have learnt that I need to develop my learning and understanding further around negotiation models, through further training and independent learning. That being said, I do feel that my knowledge and understanding of the process for determining whether the use of force is necessary is good and I feel like I prepared well for the cultural, ethnicity and language issues that this incident may have presented.

In addition to this, I need to develop a better awareness of how particular situations make me feel, as although I have been able to provide a brief evaluation of how I felt during the

incident, I have found it particularly difficult to evaluate how I felt during and after the incident, and how to use these feelings and emotions to drive me forward.

The main learning point that I have taken from this incident is the requirement to remain objective, even when faced with conflict that did not seem to de-escalate when using your first chosen communication model. Although I feel I remained objective, I need to improve my use of additional communication models that go further than the LEAPS and five-step appeal models, and to not give up when the first chosen communication model fails to then reset and implement another, before considering the use of reasonable force. Ultimately working in line with the policing principles under Code of Ethics.

Going forward, I will ensure that in future incidents involving conflict, I will focus further on implementing the five-step appeal model fully, exhausting all steps full, ensuring I engage fully with those present. Furthermore, I will work to evaluate my feelings both during and after an incident, using these emotions to drive me through future experiences and to improve my approach to conflict, as well as communication as a whole.

Words – 2735 words

Task 3

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

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

Critically assess a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

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

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

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Here I will consider and reflect on a policing incident where I considered valuing difference and inclusion, as well as engaged with fundamental policing values. I will, once again, use Gibbs' Model of Reflection (1988) in order to assist me with this reflection.

Whilst on patrol with my tutor and another student officer, I was asked to return to the station in order to speak with a male who was reporting a crime at the front desk. On attending the station, I met with a male who was reporting that he had been racially abused online, through Facebook and the Facebook Messenger App. The male appeared to be distressed by this incident. Due to this, as well as the sensitivity of this report, I decided to take the male through to a more private location in the police station with my tutor to discuss what had happened.

When out of public view, the male informed me that he had recently commented on a post on a well-known football TV shows Facebook page and immediately after, he received a message request from a female that he did not know on the Facebook Messenger App. It initially appeared to the male that the female was engaging with him about the initial Facebook post. However, this quickly changed and the female became abusive towards the

male. The victim informed me that the female started to send him messages using offensive racially language towards him, and when he attempted to stop the conversation with the female, the abuse continued and began to escalate.

As the male was reporting that he had received abusive messages from a female on social media and within these messages the female was referring to the victims' race, this was deemed to be a hate crime. A hate crime is defined as "any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender" (Metropolitan Police, 2020).

It was clear to see that this had had an emotional effect on the male, and I advised him that I would do everything possible in order to investigate this incident, including recording the crime and sending a written acknowledgement of this crime to the victims' home address (Johnston & Hutton, 2018).

In order to effectively investigate this incident, I advised the male that I would be required to obtain a witness statement from him. I took time to explain to the male that the witness statement would be an account of what happened in as much detail as possible (Citizens Advice, n.d.), as well as pointing out that if this incident were to reach court, then he could be required as the victim in this case to attend court to give evidence (Home Office, 2003). I also outlined the consequences of providing false or inaccurate information, as I am required to do so (Bryant & Bryant, 2019).

I also carried out a needs assessment to consider how best the needs of the male could be met by myself, as well as the Police Service as an organisation. I am required to conduct a needs assessment in order to identify and record any needs and vulnerabilities of those involved in the incident, namely victims or witnesses around the time of obtaining a statement as part of the Code of Practice for Victims of Crime (CPVC) (Ministry of Justice (MOJ), 2015a). As part of this needs assessment process, I assessed any cultural, ethnicity and language issues that may have arisen during this incident. Although there were no cultural or language issues that arose throughout this assessment of needs, it is vitally important for me as a police constable to be prepared for any incident arises, such as ensuring that the Google Translate App is available on my work device and being aware of the cultures within the community that I work in.

As this incident is targeted towards the males' race, it was vitally important to be mindful of unconscious bias (The Royal Society, 2015). As well as the requirement for me to treat the male fairly and equally as part of the Code of Ethics (College of Policing, 2014a) and the Equality Act 2010, in order to ensure that I did not unlawfully discriminate against the male or treat him unfairly, as well as work in a culturally sensitive manner throughout.

As well as the needs assessment, I spent a considerable amount of time speaking with the victim about other support that is available to him. As part of Gwent Police Policy, all victims of Hate Crime are to be referred to a Hate Crime Support Officer, who is an individual that has received additional training in supporting victims of hate incidents and crimes (Gwent Police, n.d.). The role of a Hate Crime Support Officer is to provide a tailored approach to victims of hate incidents, responding to the needs of individuals and to signpost victims and witnesses to appropriate support services (Moyse, 2019).

I also discussed other support agencies which I could refer the male to, such as Victim Support and Connect Gwent who both work in partnership with hate crime specialist agencies (Victim Support, 2016; Umbrella Cymru, 2020). The victim agreed to a referral being made on his behalf to both Connect Gwent, Victim Support and our in-force Hate Crime Support Officers.

After explaining this process in great lengths to the male, as well as the support available, he agreed to provide a witness statement, detailing what was said by the female.

Unfortunately, the female had deleted the majority of comments within the conversation before this statement could be obtained. However, the male had luckily taken a number of screenshots of these comments, which ultimately proved what had been said during the course of the conversation. These screenshots were then exhibited by the male throughout the witness statement, as required to so as part of police procedure (Bryant & Bryant, 2019).

The final stage of the witness statement process was to obtain a Victim Personal Statement (VPS) from the male. As part of this stage, I spent some time discussing the purpose of a VPS, explaining that this is an opportunity for the victim to set out how they have been affected by the time, not just in the immediate aftermath but in the long-term also (Johnson & Hutton, 2018) and that this is an entitlement under the CPVC (MOJ, 2015a). The male agreed to provide a VPS, and as part of his VPS, the male described how he felt victimised by this racial abuse, and how it has not just affected him, but his family so (Bryant & Bryant, 2019).

Once the witness statement and VPS had been completed, I provided the male with two information leaflets, one about what to expect from the Criminal Justice System (Crown Prosecution Service, 2017; Home Office, 2003) and the other about making a VPS (Ministry of Justice (MOJ), 2018; Office for Criminal Justice Reform, 2009), as well as my contact information and the incident reference number (College of Policing, 2013). I also informed the victim that I would be in contact regularly, providing updates whenever possible (College of Policing, 2014b). The victim was happy with the agreed timescales for contact, and went on his way.

After carrying out an extensive investigation, including searches on social media sites, such as Facebook, as well as searches on the Police National Computer, Police National Database and Niche for this female, I was unfortunately unable to locate her. This therefore meant that there were no further lines of enquiry to follow. I contacted the victim immediately to inform him of this, ensuring that I was working in line with the CPVC (MOJ, 2015a). At the time of providing the final victim update, I did inform the victim that the support services would still be in contact shortly to provide support following this investigation, and to contact me again if further information comes to light.

In to be accountable for my actions, as well as open and transparent in my decisions in line with the Code of Ethics (College of Policing, 2014a), I have recorded all information regarding this investigation on the relevant Niche occurrence and my pocket notebook.

The second part of the model of reflection requires officers to consider their thoughts and feelings when dealing with an incident. When considering this, on initially attending the police station to speak with the male, I felt confident about engaging with the victim, as well as the processes that I was required to follow. After the male had informed me of what had been said by the female, I couldn't help but agree with him that the terms used in order to racially abuse the victim on social media were entirely unacceptable. I could empathise with the victims' anger and frustration, and I could understand how this had impacted not only on himself, but his family as well.

After not being able to locate the suspect in this investigation, I felt incredibly frustrated, as it meant that I was unable to speak with the offender and explain that this sort of abuse will not be tolerated.

When evaluating my role within this incident as part of Gibbs' Model of Reflection (1988), I feel that I acted professionally throughout and engaged well with the victim. That being said, however, I do feel that there are still improvements that I can, and would like to make.

I will explore these areas of development further throughout the analysis section of this reflective piece, as set out by Gibbs (1988).

As part of this analysis, I feel that on the whole, I fulfilled my role and responsibilities in line with the CPVC support victims and witnesses through the Criminal Justice System (MOJ, 2015a), ensuring that I have provided above and beyond the “minimum level of service to victims of criminal conduct” (Her Majesty’s Inspectorate of Constabulary, 2014, p.7). I believe that I have acted with fairness and impartiality, and have ensured that I am diligent in the exercise of my duties (College of Policing, 2014a). However, it is important to note here that I have been unable to fulfil some of the entitlements set out in the CPVC (MOJ, 2015a), as the investigation has been unable to identify the suspect, meaning there is no court case for the victim to be informed about. That being said, I am aware for future occurrences of my responsibilities surrounding the CPVC, including the right to review (MOJ, 2015a).

I believe that before beginning the statement, I began to build a rapport with the male, as evidence has suggested that “building rapport has been shown to be an important way to improve the accuracy and amount of information elicited from victims and witnesses” (College of Policing, 2019b, p.6). I did this by engaging in everyday conversation with the male, advising the male to take his time and ensuring that he was comfortable before the statement taking began.

In addition to this, I spent time talking with the victim about their concerns, including about possibly having to attend court. I advised the male that the Witness Care Unit would become “a single point of contact for victims and witnesses, and provide support and information from the point of charge through to the conclusion of the case, tailored to the needs of the victim or witness” (College of Policing, 2020a), as well as discussing the possibility of having a court familiarisation visit if he was required to attend court, as he was particularly concerned about the court room as he had never been to court before (Citizens Advice, n.d.).

I feel that I was able to explain this process well to the male, as I previously worked for the Witness Service. The advice and reassurance I gave to the male seemed to work, as he appeared relaxed when completing the witness statement process.

As I have discussed above, I spent a considerable amount of time talking the male through the VPS, its benefits and the possibility of someone else reading it out in court if he did not wish to read it aloud himself (Northumbria Police, n.d.). Although I feel that I explained this procedure well and covered the points contained within the CPVC, I do feel that I need to

develop my personal understanding about the VPS further, as I can provide a brief overview, but this is unfortunately as far as my knowledge goes. In addition to this, I did not advise the male that the VPS could be added to until the date of any subsequent trial (Crown Prosecution Service, n.d.).

When further analysing my role in this incident, I believe that I completed the statement appropriately, ensuring that I asked the male a series of open questions, for example 'tell me why you have contacted the police today', and by carrying out a non-leading approach to questioning, ensuring that I phrased questions as neutrally as possible, in order to not mislead the victim (College of Policing, 2019b). However, I must add that I feel that I need to improve the way in which I ask questions surrounding highly emotive topics. For example, whilst obtaining the witness statement and VPS from the victim, I was required to set out why the language used by the female was so offensive. Whilst doing this, I felt particularly uncomfortable, as I did not want to offend or upset the male further, ensuring that I was being culturally sensitive. I do feel that this will improve with experience of dealing with hate crimes, but I also acknowledge that this is something I need to improve on personally.

Although the victim was disappointed with the outcome of this investigation, I feel that I provided a good level of support to him, not only through referrals to Connect Gwent, the Hate Crime Support Officer and Victim Support, but also through explaining each step of the process fully, ensuring that the victim understood.

I believe that I have worked in line with the Code of Ethics, providing the male with respect, fairness and courtesy throughout the entirety of my involvement in this incident (College of Policing, 2014a), treating the victim with "sensitivity and according to their diverse needs" (College of Policing, 2014b, p.54).

To conclude, within this section I have critically evaluated my role in a policing incident whereby I have fulfilled my responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the Criminal Justice System. I have also illustrated how I have engaged with policing values, and culturally sensitive practice and language preference.

On the whole, I feel that I have worked well in line with my responsibilities and followed procedures appropriately. However, I have found the outcome of this investigation incredibly frustrating and concerning that as the victim had informed me that he had already been a victim of hate crime previously, and did not report it to the police. The outcome of this investigation has worried me, as I am concerned that if the Police Service as an

organisation are unable to locate suspects in hate crimes and incidents, then victims will feel less inclined to report this already under-reported crime (College of Policing, 2020b). Looking back at the incident in its entirety, I do feel that more needs to be done to encourage victims of hate crime and hate incidents to come forward with reports in the future, and I will continue to work hard to enable victims to come forward and feel fully support by the Police Service as a whole. I also acknowledge that I am required to develop my knowledge and understanding of procedures and practice further. Namely, carrying out further training surrounding diversity and inclusion to enable me to feel more confident when asking questions about race and culturally sensitive practice, as well as a greater understanding of the VPS. I will also look to improve my approach to similar incidents in the further through the guidance of my fellow colleagues, as well as working alongside the Community Cohesion Officer to develop my understanding and approach further.

Words – 2729 words

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this part of the workbook, I will reflect on my role in a policing incident where I applied the National Decision Model (NDM) and considered the use of discretion. Once again, Gibbs' Model of Reflection (1988) will allow me to reflect on the part that I played in this particular incident.

Before this incident began, I was carrying out mobile patrol with my tutor and another student officer, when a radio call came through for an officer requiring assistance who had stopped a vehicle with three individuals inside. As we were close by, we attended in order to conduct a search on a female front passenger and check the officer was in order. On arrival at the incident, it appeared chaotic at first, as the vehicle had crashed into a set of traffic lights, resulting to them laying across the road and a number of live wires being exposed. This made me feel anxious and slightly confused at what to deal with first.

The officer on scene advised that the vehicle had initially failed to stop for pursuit trained officers, and drove away at speed. The driver of the vehicle was unable to safely maintain the high speed, which ultimately resulted in him colliding with the traffic lights and causing significant damage to the traffic light. The driver had been detained by the officer on scene,

as well as a male passenger located in the rear of the vehicle. A female was also involved, having been the front passenger for the entirety of the incident.

I initially walked over the female, and obtained her details. I then carried out a check on the female utilising the Police National Computer systems. Although the checks revealed that the female was known to police, it was not for offences similar to this. This allowed me to gather information and intelligence surrounding the female and her involvement in the incident, as part of my decision making through the NDM (College of Policing, 2014c). From this, I continued through the elements of the NDM, assessing the threat and risk the female presented, as well as considering the powers and policies available to me (College of Policing, 2014c). Due to the information provided to me by the officer dealing with the incident and my suspicion surrounding the female based on her behaviour and the powers and policies available to me, I decided to search the female, utilising my powers under Section 23 of the Misuse of Drugs Act 1971.

Before beginning the search, I informed the female of a number of things, using the GOWISELY process (College of Policing, 2016), following the guidance set out in Code A of the Codes of Practice contained within the Police and Criminal Evidence Act (PACE) 1984. GOWISELY sets out that officers should inform the person being searched of the grounds for the search and object being looked for, as well as identifying themselves, including the station they are attached to (Met Training Officer, 2012). As I was in uniform at the time of the search, this was suffice. However, if I was not in full police uniform, I would have been required to produce my warrant card (Bedfordshire Police & Crime Commissioner, 2017). I then continued, informing the female that she was entitled to a copy of the search, and that the search was being conducted under Section 23 of the Misuse of Drugs Act 1971 (Metropolitan Police, 2017). Finally, I said to the female, “you are detained for the purposes of a search” (Bryant & Byrant, 2019, p.169). I then conducted a search on the female, following the JOG principals as we were in a public place (Her Majesty’s Government, n.d.). Giacomantonio et al. defines the JOG principles as “an acronym for the extent of a less-intrusive search, involving only Jacket, Outer garments and Gloves of the person being searched” (2016, p.9).

On completing the search, I did not locate anything on the female. So, I proceeded by search the vehicle involved in the incident under Section 23 of the Misuse of Drugs Act 1971. During this search, I located a small bag of cannabis in the pocket of the front passenger side door of the vehicle. The female advised me that this was her cannabis for

personal consumption. I then seized the cannabis, under Section 23 of Misuse of Drugs Act 1971.

After discovering this, I again went through the elements of the NDM, utilising the information that I gathered initially, assessing the threat and risk this finding poses and developing a working strategy and considering the powers and policies available to me (College of Policing, 2014c). Here, I identified the options and contingencies available to me, which included the use of discretion (Gottfredson & Gottfredson, 1987).

But, what is discretion? Jones (quoted in Newburn & Neyroud, 2008, p.82) defines discretion as “the freedom of the individual officer to act according to his or her own judgement in particularly situations”. When using my discretion in this incident, I decided the best course of action would be to issue the female with a Cannabis Formal Warning (National Police Chiefs Council, 2003), instead of arresting the female for the offence of unlawful possession under Section 5(2) of the Misuse of Drugs Act 1971 or issuing the female with a Penalty Notice for Disorder (Norfolk Constabulary, 2016).

In order to issue the female with the warning, I needed to be sure that there were no aggravating factors, such as previous warnings for the possession of cannabis (Bryant & Bryant, 2019; McNicoll, 2009). Once it had been established that there were no aggravating factors, I began to go through the process of issuing a Cannabis Formal Warning. Officers are required to complete a pocket notebook entry of contemporaneous notes of the incident that comply with the Code of Practice in PACE (Association of Chief Police Officer of England, Wales and Northern Ireland, 2007). Within Gwent Police, these notes include carrying out a contemporaneous interview, asking questions such as what the item is, and whose is it. This is the process which I followed and once the female again admitted possession, I informed her that I was giving her a formal warning for the possession of cannabis, which she accepted.

The second part of Gibbs’ Reflective Model (1988) explores the feelings of the person before, during and after the incident and this is what will be considered now. Before attending the incident, I felt confident and happy to be attending to assist another officer. However, during the incident, I felt particularly anxious whilst going through the GOWISELY process, as I was concerned that I would forget key information that I am required to provide under Code A within PACE (1984). I also felt apprehensive when conducting the search on the female, as I have felt during my initial training, I lacked opportunity to practice searching due to the coronavirus pandemic.

Although I feel that I lack confidence in my ability during the searching process, I felt confident asking the female for the information and advising her of the procedure when completing the administration for the Cannabis Formal Warning.

Once the incident had ended, I was pleased with how I had handled quite a chaotic situation, whilst carrying out practical processes which I have not done before. That being said, I can identify particular sections of the incident where I need to develop my confidence further.

I will now use Gibbs' Model of Reflection (1988) to evaluate and analyse my performance in this incident.

Firstly, I feel that I managed my feelings well at this incident, as I have explained above, this was quite a chaotic incident, and despite this, I remained objective and got the job done, despite lacking confidence with some practical aspects.

I also believe that I completed all elements of the GOWISELY process, ensuring the female was as informed as required by the Codes of Practice contained within PACE (1984). I ensured that throughout the entirety of the search, including the GOWISELY process, I was respectful to the female, ensuring that I communicated well with the female, explaining every step of the process to her before it began.

That being said, I do feel that I need to improve the way in which I deliver the GOWISELY process, as I felt quite robotic in the way in which it was completed. I followed the process step-by-step during this search to ensure that I covered every element. However, as Bryant and Bryant (2019) have made clear through my research since this incident, the process does not need to be delivered in a particular order, and instead it is up to the individual officer how they disclose this information, as long as the requirements are fulfilled.

Therefore, I feel that in the future, when completing stop and searches, I could try and use the GOWISELY process more in natural conversation, instead of the robotic way in which I have delivered it. However, I do believe that with experience, this will become a more natural process for me to follow, and therefore improve on.

In addition to this, as I have discussed briefly above, I felt that I was particularly nervous and apprehensive when conducting the physical search of the female, as I lacked opportunities to practice this within the safe training environment, due to the coronavirus pandemic. I also decided not to handcuff the female, as I believed that she did not pose a threat to me at this time. I do feel that I am quite trusting, and therefore feel that I can sometimes be particularly reluctant to handcuff individuals. However, due to following the NDM, I did not feel that it was appropriate. That being said, this may not be the case in all

future situations, and I may be required to handcuff individuals for my own safety, as well as the safety of my colleagues and the general public.

Therefore, in order to improve my confidence and safety awareness, I will aim to conduct as many stop and searches as possible in the hope that this will develop my confidence, as well as seeking further training from the Operational Safety Training Department to be sure that I am completing searches in the safest and most respectful way possible.

I feel that due to the information and intelligence surrounding the incident, as well as other elements of the NDM, I used my power to search the female under Section 23 of the Misuse of Drugs Act 1971 appropriately. As well as this, I believe that I followed the guidance provided in Code A of PACE (1984), which states that officers are required to use powers to stop and search “fairly, responsibly, with respect for people being searched and without unlawful discrimination” (Hutton, McKinnon & Connor, 2018, p.70).

In order to ensure that I did not unlawfully discriminate against the female, I considered the cultural and ethnicity issues that may arise during this incident. And although there were no particular cultural or ethnicity issues within this incident, it is vitally important that I was aware of unconscious bias, and the issues that arise from relying upon racist assumptions and stereotypes (BBC Future, 2020). In order to avoid unconscious bias, I am required to work in line with legislation, which I have done so in the way of Section 23 of the Misuse of Drugs Act 1971, as well as the Code of Ethics (College of Policing, 2014a). It is vitally important that I do this in order to avoid relying on my unconscious bias, as if I had done so, I would have been working outside of my powers and could be committing an offence under the Equality Act 2010.

But, what is unconscious bias? It has been explained as “when we make judgements or decisions on the basis of our prior experience, our own personal deep-seated thought patterns, assumptions or interpretations, and we are not aware that we are doing it” (The Royal Society, 2015, p.2). During my initial six months of training, I have undertaken training on unconscious bias and discrimination, in order to make me aware of how to avoid unfair treatment of others when following decision making processes, such as the NDM. I have ensured throughout this incident that I acted in line with policy and legislation surrounding reasonable suspicion to search individuals, where this suspicion comes from, ensuring that I apply the NDM accurately.

Additionally, before arriving at the incident, I considered the cultural, ethnicity and language issues that may arise, as well as adhering to my responsibilities under the Equality Act 2010. As part of considering language issues, I have ensured that I have downloaded the

Google Translate App on my work mobile device, to ensure that I have access to translation services should I require them. Although this was not required during this incident, I do feel that it is best to consider the cultural, ethnicity and language issues that may arise in every situation and be prepared for them regardless.

Part of my responsibilities as a Police Constable is to follow the procedures contained within the Criminal Procedure and Investigations Act 1996 and the Code of Practice contained within this Act. Although a full investigation has not been completed for this incident, whereby I would be required to disclose information to both the prosecution and defence, it is still vitally important that I am aware of my responsibilities in relation to recording, retaining and disclosing information in future investigations (Ministry of Justice, 2015b).

As part of the guidance provided surrounding Cannabis Warnings, officers are required to “investigate the circumstances surrounding the alleged possession, including any lawful excuse” (Association of Chief Police Officer of England, Wales and Northern Ireland, 2007, p.4). Therefore, this requires me to record and retain information relating to the offender, cannabis discovered and the incident as a whole. During this incident, I recorded all relevant information on my pocket notebook, as I am required to do so in line with Gwent Police policy. I also informed the female that her information would be retained on police computer systems in the future.

In addition to this, I also recorded the search on a stop and search form, as I am required to do by Code of A of PACE (1984) advising the female during the GOWISELY process that she was entitled to a copy of this form if she wishes to obtain one. If this incident had resulted in an arrest and ultimately a full investigation, I would have been required under the Criminal Procedure and Investigations Act to disclose all relevant information to the defence.

I believe that I acted in line with the Policing Principles and Standards of Professional Behaviour contained within the Code of Ethics (College of Policing, 2014a) throughout this incident, as I as well as treating the female with fairness, respect and courtesy, working in an appropriate way and not unlawfully discriminating against any persons involved. I remained accountable for my actions, remaining open and honest about the processes in which I have followed, through completing the required stop and search forms and recording information appropriately in my pocket notebook. I have also not used force unnecessarily, working in line with the Code of Ethics, as well as using the NDM to enable me to make this decision.

I feel that I used decision making processes well, as applied my discretion appropriately. I used the disposals available to my accurately, enabling the female to be diverted away from the Criminal Justice System, using public funds appropriately (Shanahan et al., 2017). To conclude, within this section I have critically evaluated my role in a policing incident whereby I have been required to make decisions and consider the use of discretion. I have also illustrated how I have engaged with policing values included within the Code of Ethics, considering the impact of bias of my decision making and I have considered my responsibilities contained within the Criminal Procedure and Investigations Act 1996. Although I feel that on a whole I have worked well during this incident, I appreciate that there are still areas in which I can improve. As part of my action plan going forward, I will look to practice searching individuals and the GOWISELY process, through further training and support from the Operational Safety Training department, as well as my colleagues. I hope that through experience, I will be able to implement these processes more naturally, ensuring positive engagement with the public throughout.

Words – 2749 words

Task 5

Personal Development Plan (PDP)

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

This is equivalent to 500 words towards the overall 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
<i>Continue to build resilience and minimise stress</i>	Adopt further stress reducing practices such as yoga and body conditioning exercises. Prevent controllable stress through maintaining organisation, through timetabling and communicating with colleagues.	Personal Trainer in the gym; Yoga Teachers. Supervisor to ensure that I am held accountable for being organised whilst on shift. Colleagues to give advice on how to manage my work load effectively whilst on shift.	3-6months
<i>Statement writing and knowledge of the Victim Personal Statement Scheme</i>	Volunteering to be diary car on a regular basis in order to practice statement writing regularly. Going along with colleagues on shift to learn from them how they write statements, ask questions surrounding sensitive topics and explain the Victim Personal Statement Scheme.	Colleagues on shift, and experienced statement writing officers, such as officers from Criminal Investigations Department and Public Protection Unit. Learning and Development	Diary Car – 12weeks Learning from colleagues – 12weeks Statement writing course – 6months if I do not feel that diary car and

	Attend a statement writing course.	Department – Statement writing trainers.	learning from colleagues has helped sufficiently.
<i>Models of Communication</i>	Improve my knowledge and use of models of effective communication, as although I know the key models – LEAPS / 5 Step Appeal and so on, I don't yet know how to use these in a more conversational manner.	Operational Safety Training Department Trained negotiators within the Police Force	6months
<i>Searching Persons</i>	Practice – carrying out regular stop searches on individuals that I have a reasonable grounds to believe are required to be searched under Section 23 of the Misuse of Drugs Act 1971 or Section 1 of the Police and Criminal Evidence Act 1984, and complete the GOWISELY process accurately. Attend additional training with the Operational Safety Training Department to raise more awareness about safety when searching individuals in the community. Carry out an attachment with specialist departments who regularly carry out stop searches,	Operational Safety Training Department Officers within specialist departments that regularly carry out stop searches – such as Neighbourhood Policing Teams and specialist drug teams.	6-12months, in order to allow me to carry out sufficient practice and attachments with specialist departments.

	and observe how they use GOWISELY in a more conversational manner.		
<i>Improve legislative knowledge surrounding the powers provided by the Anti-Social Behaviour, Crime and Policing Act 2014</i>	Work alongside the Neighbourhood Policing Team in order to develop a better understanding of how this legislation provides support when dealing with recurrent anti-social behaviour in the community. Engage in regular contact with the Crime and Disorder Reduction Officer to understand how best evidence can be captured in order to utilise this legislation appropriately. Read around this legislation using academic literature and other policing literature – such as the College of Policing and Blackstones Handbook for Policing Students.	Neighbourhood Policing Teams – Police Constables and Community Support Officers Crime and Disorder Reduction Officer	12weeks

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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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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

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

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

Signed: Kate Rebecca Jenkins (Learner, Electronic signature or type name)

Date: 27th November 2020.