



Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSO)

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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.

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.

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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 Confirmed by submission through `Turnitin	

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:

Introduction: What you are intending to do and what reflective model I will be using – on moodle.

Main Body: why did you do it? Strengths, weakness, etc, strategies. Did it work?

Resilience and stress, definitions, what has caused the stress, why do officers need to be resilient.

Conclusion: What have I learned? Do I need to re-evaluate?

In this essay I intend to outline and evaluate the tools I have used to reduce stress and maximise my overall resilience during my initial six month training period. The coping mechanisms I employed during the period were: cognitive reappraisal/reframing (CR), social sharing (SS), and distractive expression (DE) through music and cooking. Alongside achievement and performance stressors that came through training, I also experienced two periods of bereavement: one at the beginning of training, which lead up to the first exam; and secondly, the end of training, culminating with the final exam. This affords the essay an opportunity to further compare my resilience and use of coping techniques to multiple stressors that directly and indirectly affected across the whole training period. This essay will follow the Gibbs Reflective Model to consolidate my reflections.

Resilience is the ability to bounce back, time and time again; its relationship between with effective stress management is vital for effective performance. This is especially true of police officers, whose role is to “blend” empathy, emotional intelligence, trauma (V. Romosiou et al 2018), and heavy workloads in challenging environments while adhering to the Code of Ethics (College of Policing, 2014) Therefore, it is paramount that stress regulation and resilience must be monitored by police officers and their wider organisation or force (Hesketh et al 2018).

Stress effects all of us differently, but common symptoms highlighted by the National Health Service outline that people can feel “overwhelmed”, in constant “worry” or “anxiousness” (NHS, 2021). If left untreated people can become irritable, struggle with sleep, or develop more serious issues such higher chances of cardiovascular diseases, and increased unhealthy diet, alcohol and smoking intake.

To better understand my psyche and prepare for training, I took time to reflect and speak to friends and family. I found that while I felt positive in displaying resilience during training, we identified that my

perception of failure, poor performance, and my response to failure were key stressors that required the attention of my resilience the most.

Through this self-reflection I researched about fear and achievement and learned about cognitive reappraisal (CR). In essence, CR is the act of reframing how we respond to a particular stressor, or negative feeling and transposes it into a positive explanation too regulate our emotions (Outsmarting Human Minds, 2020). Initially, I would reappraise stressors that came from performing in practicals and exam revision into positives: e.g. I'm feeling anxious, nervous, stressed, *because* I'm excited. The strength of CR was three-fold: (1) I could confront the situation positively in the moment; (2) it shaped how I evaluated my performance afterwards; and, (3) set a positive springboard towards preparation for upcoming scenarios. This was useful in my approach to future planning, ensuring that it positively re-framed my understanding for how to improve (De Castella, 2013). In response to poor performance, my optimistic outlook convinced me to believe that whatever happens will be a learning process, another test to learn from (E. M. Kleiman et al., 2015). Thus, because my perception towards achievement stressors was reframed, I successfully "mediate[d]" my feelings of anxiety into positive ones (T Gutentag et al., 2016).

Although CR was beneficial throughout the day during training, it often required high levels of mental endurance (Gross, 1998). Periods of vulnerability such as tiredness, interpersonal stressors such as grief and bereavement, or experiencing multiple stressors at once, significantly impacted the efficacy of CR. Cognitive reappraisal took a lot of practice first and was extremely hard to do while juggling the stress of my first exam and the death of close friend, as it required me to believe that my emotions could change (T Gutentag et al., 2016). Nevertheless, once I leant into that belief and continued to practice CR on a daily basis, it became "habitual" (De Castella, 2017), a muscle or switch that could turned on and off.

To supplement shortfalls in CR and maximise its potential as a coping mechanism, I combined it with social sharing. Social sharing (SS) further aided stress management as it built up a resilience support network (Luminet et al. 2000). This network comprised of people, or 'pillars' (as I prefer to call them). Each pillar has a role in my life, a standout skill, characteristic, or ability that I could utilise. SS was a process of emotional regulation that offered me an outlet to vent and have my feelings validated and rationalised; my actions or performance criticised and challenged; and, engage in encouragement or humour through different topics. Subsequently, I was able to work towards an objective view of the situation and through the advice from these pillars, I could make informed choices that resulted in increased decision making efficacy (Baker and Berenbaum, 2007).

Similarly to CR then, the effectiveness of SS relied on the attentiveness and engagement of the pillars in cognitive reappraisal. By using attentive pillars that actively engaged in reappraising my feelings or perceptions, it resulted in a collaborative approach towards problem solving. The drawbacks of SS often arose when pillars were unavailable, or had already been spoken to about the problem, as it required more energy from them to re-approach the subject once more. Moreover, with regards to my own emotional release towards emotionally intelligent pillars, their effectiveness rested in my ability to *feel* relief or reassurance for effective emotional regulation to happen. Fundamental to SS's effectiveness was my ability to not become over reliant on each pillar. Fortunately, throughout training I was able to use CR to confront most individual stressors, which proved an expedient coping mechanism. It was only during times of grief, especially the first instance, whereby I struggled to control my emotions and I relied heavily on certain emotionally attentive pillars and loved ones.

My final method of stress management was using mindfulness through distractive expression (DE) (Wenzel, et al. 2020). Through cooking and music I applied mindfulness techniques to engage in more distractive and softer, less projective or intrusive approaches to stress. DE allowed me to express myself in safe environment – usually at home – in a non-judgemental way (M. Wenzel et al, 2020). This benefitted CR, as mindfulness allowed me to emotionally regulate through accepting my feelings. However, while DE aided emotional regulation, these leisure activities only worked in short bursts and could prove to be expensive or extremely unhealthy depending on the extent and occurrence of my culinary indulgence (Lupton, 1996; Hollows, 2003).

Yet, the role of DE was purely distractive by nature and could not be relied upon to directly solve training related problems. Instead, DE allowed me to recharge my mental energy levels so that I could be resilient during training. In doing so, this reduced my stress levels and allowed me to confront the situation through SS or CR, as the enjoyment and act of cooking (Szabo, 2012; Riedy et al., 2021), or playing instruments is a highly effective grounding strategy which contributed to my overall stress relief (M. De Witte et al., 2022).

DE activities were easily accessible and were low energy. Though, if leaned on too heavily for too long, this form of short-term gratification or escapism could lead to poor and ineffective performance due to a lack of confrontation of the problem. Yet, during the period of my final exam and a family death, DE was fundamental in providing a necessary escape. Cooking and music, over SS or CR, gave me a sense of control over my life and suppressed any negative feelings until I was ready to feel them. Consequently, it allowed me to focus wholly on exam revision and pass.

Although DE had was a long-term mechanism, its ability to problem solving was low. Nevertheless, DE was an alternative, softer means of emotional regulation and recuperation outside of training that benefited other mechanisms. And, in times of suffering, acted as a comfort and escape to recharge and direct my energy towards training assessments.

I conclude that from my coping mechanisms, the combination of cognitive reappraisal and social sharing were extremely fruitful for building resilience to stress. The two mechanisms worked symbiotically to confront both achievement and interpersonal stressors. Working in tandem, I felt self-reliant to confront problems or stressors with positive solutions and only when I felt overwhelmed or in need of reassurance and emotional support, I could rely on that trusted network to aid my situation. As a result, I felt confident and closely allied to exceed training assessments (M. Wenzel et al, 2020). The crux of their success was that I could confront my fears of failure and underachievement. Very quickly these stressors were “not something to be feared”, instead my resilience could grow as I found “positive meaning[s] in the ongoing stressful event” (Baker and Berenbaum, 2007). While CR x SS were adaptive, malleable, and where there was crossover, they complimented each other to great effect, often working better together than in isolation.

That is notwithstanding, however, the instrumental role that distractive expression had in providing healthy, punctuated breaks away from training. DE contributed in lowering my stress levels through grounding and finding inner calm within myself that allowed other resilience processes to function.

Comprised as a whole, the coping mechanisms I employed allowed me to select and modify my situations, confront them and modulate my stressors with positive responses that were central to success throughout training (Gross, 1998). To advance their efficacy, I will consider journaling to give further direction and focus to my strategies. Moreover, this will allow me to record and recall feelings at given points and show growth over time. I already have previous experience in journaling, however, I hope a directed practice for

emotional regulation will compound my successes elsewhere, as I will be able to view my feelings in a physical, tangible, and expressive way.

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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:

Actions:

- Consolidate BB at end
- Action Plan
- Conclusion
- Add and find references
- Refine

This essay will examine my role in a police incident involving conflict and examine the rationale behind the techniques used to de-escalate the situation. In order to direct the essay's evaluation of conflict and tactical communication, I have chosen Karpman's 'Drama Triangle' (KDT) and the 'Betari Box' (BB) to articulate my analysis of the incident. To outline my actions, thoughts, and feelings, I will be following the Gibbs reflective structure.

Conflict, as Cooper posits, is a "dynamic concept involving the notions of energy and movement", in order to avoid and reduce conflict we must consider "the interests of others" and respect "those interests tantamount to a recognition of their right to co-exist with others without let or interference" (Cooper, 2008). In essence, conflict management is the

awareness of the views and actions of others, and reducing the confrontation between diametric forces.

For domestic related incidents (DRI), confrontation and conflict can take many forms whereby each party can be the aggressor and the victim concurrently. Every year, the Office of National Statistics for England and Wales examine the types of incidents that the police respond to. In 2018-2019, the total of DRIs was 746, 219, but by 2021 this figure has almost doubled to 1, 459,663. Domestic abuse and violence is a complex issue due to its emotional explosive potential, whereupon emotions are toyed with and family members used as stakes or 'weapons' during verbal altercations and confrontation. In more severe cases, alcohol and drugs increase the potential of violence occurring in the domestic setting. This can be as minor as common assaults, but also as serious as grievous bodily harm, manslaughter, or murder. Moreover, DRIs are often unseen due to existing largely within the home. While they may not go unheard by neighbours, there is a 'taboo' about reporting DRIs due to being largely as a 'civil matter'.

Research made by Women's Aid have outlined the broad and destructive potential of DRIs. In a research pool exceeding at least 30,000 DRI cases, they found that 94.3% perpetrators were male. 87.8% of Survivors received emotional abuse and 67.2% were said to have been in controlling and coercive relationships by jealous partners. Additionally, more than half of the DRI cases analysed lead to violence and assault (54%), with those in refuge services more likely to be in violent relationships (67.2%), (Women's Aid).

DRIs are serious and complex situations to resolve and therefore require effective and proactive policing measures to prevent future threat, risk, and harm (TRH) to affected parties. South Wales Police employs the policy of 'Positive Action' and has set the standards for protecting vulnerable people in DRIs. In short, if no criminal allegations have been raised, Positive Action requires police to remove the perpetrating party from the DRI to a different address. This allows for a 'cooling off' period so that the parties can reconnect at a later date with diffused emotions. But what happens when crimes are on-going when police arrive?

Incident:

The conflict incident I have chosen is a DRI involving a man and woman in a bottom floor flat. The public service centre (PSC) was alerted by this incident from an anonymous caller, a concerned friend of the female. The reporting person advised the PSC that she had received a coded message from the female that meant she feared for her physical safety. Further information from the friend outlined that the male was heavily intoxicated on alcohol and cocaine. Adding to our concerns was the female's emotional and mental state, as she had received treatment earlier that day for wounds caused by self-harm. My colleague and I consulted the incident log and found that the linked male had recently been released from prison; was a domestic violence aggressor to the female; and, had warning markers for police violence and drug consumption. We coded up to the call and made our way to the address.

On our way, we received a call from other officers, who advised that the male was wanted for an assault which occurred earlier that day. The officers also coded up to our call to give further assistance and effect his arrest.

We arrived and found the male pinning a screaming female to the floor in the front room. I could see this from a window an open which was next to the front door. The male saw us, stood up and made his way to the door. In a desperate attempt to flee the female then

erratically made her way out of the window. After she exited the window and onto the path, she jumped over the path wall and ran off. She also began to hyperventilate and required an officer to chase after her.

The male opened the door, he was clearly heavily intoxicated, had cuts on his legs and a severely swollen ankle. I assisted with detaining and handcuffing the male. Two officers and I then conveyed the male across the flat block communal courtyard, briefly stopping due to his physical resistance, before placing and locking him into the vehicle's cage.

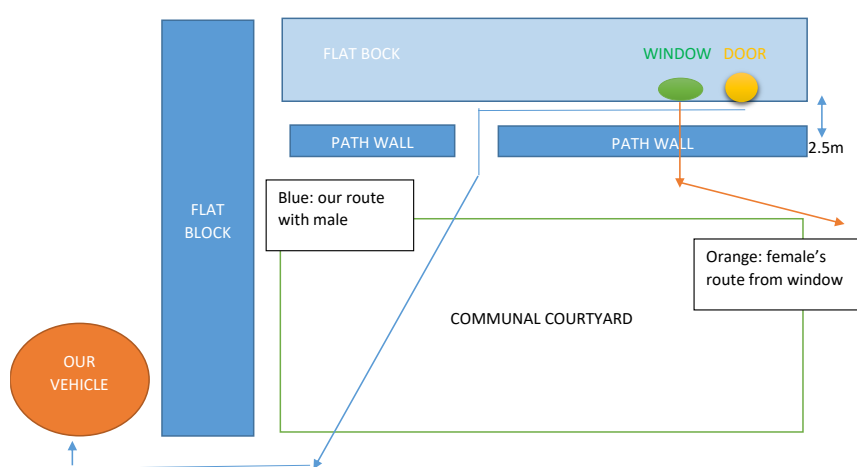


Fig. 1 Birds Eye view of incident

The areas of conflict I will be reflecting on will be: (1) the removal and handcuffing of the male; (2) the journey to the van whereby we had to stop.

During this incident I considered the following impact factors: the initial call outline of a threatening male and unrelated violent incident earlier that day; the violent display on police arrival and a desperate victim that was clearly distressed; the unpredictable behaviour that may occur from the male's intoxicated state; the injuries to his legs and ankle; and, the confined space to work within when exiting the property.

While actively listening and assessing the non-verbal communication of the male, I also employed Betari's Box (BB) and Karpman's Drama Triangle (KDT). This improved my decision making processes and considerations within my on-going, dynamic risk assessment (DRA) during the incident.

The Betari Box is a model that can be used to interpret and change a person's behaviour and attitude by altering our own behaviour and attitude. In a policing context, officers must make quick and accurate assessments of a person's behaviour in order to apply suitably measured responses. As a result, BB acts as an effective model to negotiate with people and overcome obstacles in communication. BB is a transactional model and can be used to

re-evaluate the situation at any moment such as non-verbal behaviour changes, or assessing someone's attitude by listening to the way they speak. BB is an effective and dynamic tool for officers. Firstly it enables us to pick up on cues and react quickly to changes in body language; and secondly, it assists officers when solving problems because it reminds us of how our own behaviour and attitude can alter the outcome of a situation. For instance, by delivering an instruction and communicating it clearly to the person before or while an action is happening – e.g. when detaining a person and explaining that the application of handcuffs is for their safety as well as ours –, the person may be more likely to comply because they have been made aware of the course of action. However, this may not always be appropriate in a policing situation and will greatly depend on the immediate TRH present at the time.

Commented [Rs1]: is BB model this? Because this doesn't make sense until reading this as a non police person

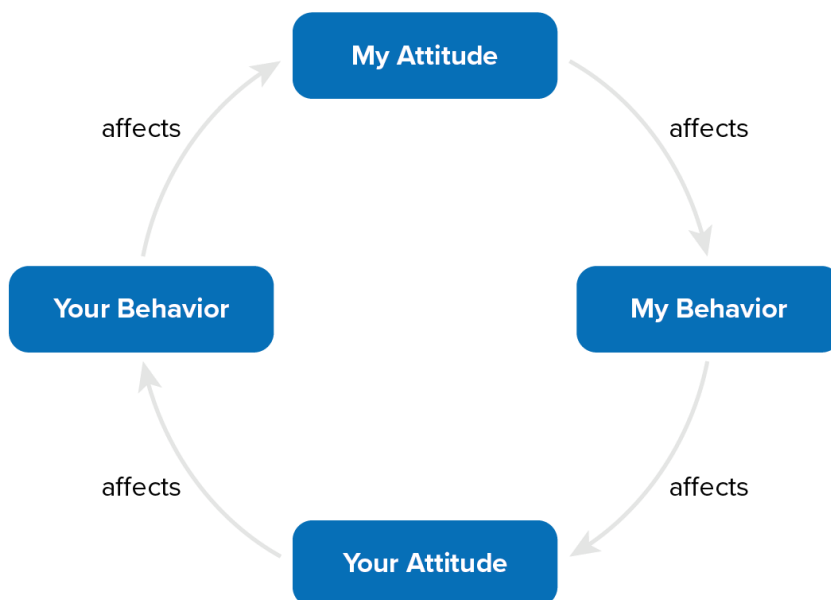


Fig. 2: Betari's Box Model

Karpman's Drama Triangle (KDT) on the other hand is a model that illustrates how a person perceives themselves and others in a situation. The roles or positions of the drama triangle can be altered depending on the situation, but the most traditional triangle situates people as rescuers, perpetrators, and victims. Since its inception, however, practitioners of KDT have adapted the model in order to increase its effectiveness. Practitioners found that the model could result in further conflict, as the positional interplay between *rescuer* and *victim*, or *rescuer* and *persecutor* had negative outcomes as they were diametrically opposed. For example, *rescuers* came across as over-helpful and often acted in such a way that benefitted themselves, as they enjoyed the sense of purpose in helping a victim. While on the surface this appears positive, the *rescuer* requires a victim to always be in need and dependent on them. This results in an unhealthy dyad between the two, because the victim remains

helpless, while the rescuer feeds their own quasi-saviour complex. This is similar to *persecutor* and *rescuer* relationships, as the disparity between the two roles as 'good' and 'bad', drive a wedge between both parties. Consequently, there is poor communication between the two positions and there becomes a situational impasse.

Thus, as seen in fig. 2, adapting the positions – *persecutor* to 'challenger', *rescuer* to 'coach', and *victim* to 'survivor/thriver' – allows people to be empowered and create their own solutions instead feeling helpless and being reliant on others. Moreover, they are able to be coached by supported by someone with honest intentions. Whereas *challengers* receive boundaries and are made to take responsibility for their actions. Subsequently, these adaptations improve the relationship between each prong of the drama triangle because communication, attitudes, and behaviours are altered towards a positive route. As a result, this reduces confrontation and conflict between parties because each role has been established to benefit one another as a whole, rather than separate and highly emotional positions within a situation. Therefore, being aware of role perception and our own attitudes in a conflict incident can significantly help to reduce confrontation and bring the situation to a positive resolution.



Fig.3: Karpman's Drama Triangle with Adaptations
Conflict Discussion:

Before arriving at the door, I was aware of the above impact factors and had already made a number of considerations to my DRA. The two key elements were: the lack of space at the front door that could hinder manoeuvrability; and, witnessing the screaming female desperately make their way through the window and run away, indicating the extent of threat posed by the male. I applied BB model here and decided that regardless of how the male presented himself to us, the relationship he had with the female to cause her that level of distress, clearly shows that he is capable of overpowering others and posed a significant risk to ourselves. Consequently, when analysing the situation through KDT, I had assigned my colleagues and I the role of *rescuers* and the male as the *perpetrator*. At this stage, it was not safe enough to apply the adapted KDT model, because the TRH level was too high. We needed to diminish his threat level before effectively communicating with him and *coach* him on our way to the police van.

When the male opened the front door, he appeared calm and silent. His eyes were wandering and was clearly heavily intoxicated. Although the male showed no signs of resistance or physical conflict, the space was limited. This, along with the unpredictable nature of cocaine and alcohol, as well as the unknown potential of any weapons within the flat itself, we decided to handcuff and detain the male.

The decision to make a UOF in order to immediately detain and handcuff the male was justified because it significantly reduced the TRH level. By detaining the male and putting him at a position of physical disadvantage, it enabled us a safer exit from the flat door, down the thin pathway, and into the courtyard. I was satisfied that this action reduced the chances of increased physical conflict from the male and provided my colleagues and I the opportunity to now effectively communicate with him.

I was very relieved once we handcuffed the male and walked him into the courtyard. The initial scene of the desperate female made me quite fearful and alert to the male. I knew he was bigger than me in stature and capable of violence. I feared that a physical altercation between us would most likely result in myself receiving significant harm; and as a result, the tactical deployment of a substantial UOF would have to be made to nullify his capacity to fight. Neither option was appealing, so I was thankful that the male reacted in a compliant manner and allowed me to handcuff him without resisting.

We walked the male into the courtyard, my colleague holding one arm, myself holding the other. Holding his arm allowed me to monitor his reactions and movements, which continued to inform my DRA. He then became physically resistant and stopped walking; he was adamant to speak to us and confirm if his partner was safe. Here I reapplied BB and soon realised that our attempts to continue walking turned into a dragging match. This presented a further risk: our aim was to secure him into the back of the van in order to further mitigate TRH and turn our attention to the female as quickly as possible. However, by rushing and dragging the male it was likely to aggravate him to a full stop where he may become harder to manoeuvre into the van. While there would be an option to use limb restraints, it was not necessary at this point.

Instead, I responded to a change in his demeanour and body language and agreed to stop and talk to the male BB. I reassured him that his partner was receiving help from our colleagues. Next, he asked where we were going, I explained clearly that we were taking him into the van in order to separate the two parties. I also noticed his cuts and swollen ankle, so I asked him if he was okay and enquired about his injuries, to which he claimed were historic. However, given the extent of the swelling and his intoxication, I proceeded to act with caution. In the event that it was recent, the male showed no signs of pain and so I was immediately concerned of any ongoing Acute Behaviour Disorder (ABD). ABD takes effect on individuals in circumstances where extensive quantities of stimulants like cocaine have been used. This effects an individual response to pain, making them unable to feel anything at all.

This presented an additional impact factor and further encouraged me to continue the path of least resistance. I continued to negotiate with the male and advised him that the van light would enable us to examine him better. He was confused that we were concerned for him and it was clear he saw himself as the *perpetrator* in KDT, and therefore, less worthy of

medical attention compared to his partner, the *victim*. I explained with increased empathy in my voice that it didn't matter who he was, that my colleagues and I have a duty of care to everyone in our custody. His mannerisms changed and he began to smile. I believe that the male thought he was receiving victim-like treatment and so his position within KTD evolved into a *perpetrator/victim* combination. While we did not intend for him to feel that way, it benefitted us nonetheless as he actively resumed walking in the direction of the van and became more willing to our arm guidance.

Ultimately, the decision to stop and talk to the male in the courtyard allowed him to perceive us and our actions as reasonable, instead of *bullies* or *perpetrators* with KTD. As a result, this further reduced TRH because we were able to obtain a positive rapport with him. This is made our journey to the van much safer and easier, as both parties were agreed on one collective aim – the continuation of his safety and ours. Consequently, we were able to adapt our role from *rescuers* to *coaches* within KDT. By adapting our approach and attitudes by pausing and agreeing to talk to the male, it significantly reduced TRH, allowing us to safely and successfully convey the male into the van.

Conclusion & Action Plan:

Bibliography

Conflict

TRH

Conflict management

The effect of cocaine - science

Domestic abuse + substance mis-use & abuse.

Betaris Box

Karpmans Drama Triangle

Tac Coms

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:

This essay will discuss the role I played in resolving an incident that involved a vulnerable and suicidal service user (SU) that had gone missing. To give shape to the piece, I will employ the Gibbs Reflective Model.

MH/Suicide Social Context:

High risk misper

- How many calls do we attend?
- How do we deal with it?
- Why are they are hard?
- Why is it important we get things right?
- Missing Person Tropes

Incident Outline:

I was initially attached to a missing person's call, whereby a concerned boyfriend in another country reported that his partner – a female with a history of self-harm – was suicidal and had made threats on their life that evening. We were further advised by the public service centre that the female had a bladed article in her possession and intended to use it on herself. Our aims were to locate the female, establish her mental capacity, and to de-

escalate the situation. Once our capacity assessment was completed, it would provide us with 2 option pathways: (1) sectioning or hospital support; (2) through friends and family we would be able to safeguard the SU with their support and supervision.

My colleague and I conducted a negative area search of the SU's last known whereabouts before heading towards her term-time, university address. The SU's mother let us into the address and we made our way upstairs. We found the SU in the kitchen with a knife in their hand. I asked the female to put the knife down, allowing me to seize it off of her. Once the knife was dealt with and our safety concerns mitigated, we took the female out of the kitchen, down the hallway and into the living room.

I spoke to the mother to obtain further background information about her daughter. The mother and daughter were of South East Asian heritage and I was aware there were particular on-going religious festivals at that time. As a result, I enquired about any cultural or religious concerns such as dress or diet that we may need to be aware of. My colleague on the other hand spoke to the SU. Initial rapport building between my colleague and the SU were unsuccessful. The SU was very defensive and closed off and advised us that she did not want her mother present. This appeared strange to me, but as I took the mother to the hallway – while remaining in the doorway to be on hand to assist my colleague – the mother explained that she and her daughter had a poor relationship.

The SU remained disinterested and defensive towards my colleague. This negatively impacted their rapport and it was clear from their conversation that the SU did not want formal help from mental health services. My colleague and I swapped roles and I spoke to the SU. This was an effective decision, as the SU and I developed a constructive relationship.

The female was my age and like myself had recently been a student. This enabled me to approach the incident from a different angle and we spoke about shared interests such as life at university, socialising, pets, and friends. This was an apt distraction from the situation and it considerably improved her mood. For instance, she began to smile, make jokes, and laugh which indicated she was comfortable to talk to me. From active listening, I learned that she had a number of push and pull factors which lead to her situation. The SU had been struggling with her mental health for the last 10 years and her struggles to maintain long distance relationships with friends and family while studying and working full-time, further exacerbated her ability to make rational choices.

Once I felt the female was calm enough to re-confront the topic of mental health and suicide, we discussed her feelings and how she might overcome her situation. The female was more responsive and open to discussing a positive outcome to the situation. I leaned into my past experiences as a youth worker and applied the technique of positive reinforcement to bring empathy and validation to her feelings.

As a result of my actions, I was able to coach and support the female towards finding their own resolution – one that was in their best interests and catered to their needs. The SU was adamant that she needed to be closer to support network of friends and family back in her home town

With the action plan established – the mother driving her daughter back to their family home – my colleague and I were satisfied that the incident had been resolved. To further help the pair, we went out of our way to provide our services and help them fit a mattress into the car. Again, I leant into my experiences within education and turned this opportunity into a teambuilding exercise. This further consolidated the positive energy between mother and daughter and helped aid the bridge-building process needed for their fractured relationship.

Social, Cultural, and Legislative Considerations:

During the incident there were a number of concerns and legislative considerations that I applied to my ongoing decision making process.

Firstly, preservation of life and the potential of the SU experiencing mental disorder. During our area search of the SU's last known sighting, my immediate thought was their safety and that of the public's. The area was a public place, so I considered Section 136 of the Mental Health Act, 1983, as well as the Mental Capacity Act, 2005 (Department of Health, 2015). Under the Mental Capacity Act, it enabled me to consider: the mental capacity of the SU through assessing the 5 statutory principles of capacity; the use of restraints and limitation to use of force [section 6 of the act]; and, to determine the best interests of the SU. From my assessment of mental incapacity and consultation from a mental health professional via a phone call, I would then have the option to remove the SU to a place of safety.

As our search of the area as unsuccessful, we made our way to the SU's address. At the time I was unaware that the SU's mother was at the house and this raised concerns of difficulties in gaining entry. On arrival to the address I considered Section 17 of the Police and Criminal Evidence Act, 1984, (PACE), (Home Office, 1995). Under this legislation, it allowed my colleague and I to gain lawful entry in order to preserve life and limb. Given the circumstances of a suicidal female, our grounds for a forced entry into the property to prevent her committing suicide or self-harm were therefore justified.

Once we were given entry to the property by the SU's mother, I acted with Code B of PACE which allows officers to search persons

As a result of the present and future threats of harm illustrated by the knife the SU had in her possession, I acted under Code B of PACE (Great Britain, Home Office, 2013). Code B of PACE grants power to officers to enter premises, seize items and search the area and any persons present for policing purposes (Great Britain, Home Office, 2013). Given the potential of the female carrying further items that may harm herself or others, I conducted a search of their outer jacket. Due to her being female and my colleague and I were male, it could only be limited search. Subsequently, I requested for a female officer to assist on scene through my personal airwave radio. In order to enhance officer safety as much as possible, we instructed the SU sit on a chair and told them to keep their hands where we could see them at all times.

Now safely in the property, I acted within Code D of PACE, which instructs officers to confirm the identity of persons in connection with an investigation (Great Britain, Home Office, 2017). I confirmed the identity of the SU and their mother by asking for formal forms of their identification such as driving licenses or passports. I further followed this check by

conducting an identity search on my mobile device. The search showed no concerns for the either party, which as a result, reduced the potential of threat, risk, and harm (TRH) posed.

With TRH now mitigated as much as possible inside the house, I re-considered the Mental Health Act and turned. Compared to Section 136, which was a police power enacted for the removal of persons experience mental disorder in a public place, Section 135 of the act would all us to remove the SU from the address as it classed as a dwelling. My colleague and I assessed the SU's mental capacity together. As mentioned previously, initial attempts by my colleague to gain report and context for the SU's intentions and actions, were unsuccessful. Although the SU's body language and behaviour showed her to be calm, she nonetheless appeared disinterested towards my colleague.

In my colleagues attempt to provide a positive solution, he offered the SU to consider using mental health services such as CAHMS (Children and Adolescent Mental Health Services) (NHS England, 2019), or through other mental health professionals such as therapists. However, the SU outlined that previous negative experiences with mental health services made her uncomfortable. Consequently, my colleague's attempts to re-introduce the idea of formal support as an immediate solution were in vain. due to the negative attitude the SU had towards receiving support from formal mental health services.

The SU continued to express suicidal thoughts and repeated "I JUST WANT IT TO BE OVER". My colleague and I swapped role and I began to build a more positive rapport. Once I was able to resume the topic of the SU's mental health and her intentions, she began to explain that she was aware of the consequences of her actions and felt remorseful. Moreover, she outlined previous examples of when she had the option to commit suicide, but chose not to due to the fear of how her family and friends would react. As we kept talking, the SU explained her plans for the future, her wish to graduate from university and the future date of getting her dog. The conversation then developed into her 'needs' and 'resolutions' for her situations, whereby the SU outlined how much she missed her friends, family, and boyfriend.

As a result of these factors and intentions, I believed that the female had mental capacity. The SU was calmly talking about future plans and had an awareness of the impact of her decisions. Furthermore, the SU was able to come to a positive solution for her situation that was in her best interests and in a place of safety. Consequently, my considerations of Code G of PACE (Great Britain, Home Office, 2012), which would enable me the power to arrest the SU under Section 136 of the Mental Health Act, was not needed at this time (Department of Health, 2015).

Applying Policing Values

Throughout the incident I displayed an array of policing values and competency framework clusters. Public Service, as well as my ability to be emotionally aware and take ownership over the situation were key to the incident's success.

Application of Public Service:

I was selflessly committed to helping this person: I initiated the swap and from that point took ownership to find a solution.

From listening to the conversation before I engaged, I used my emotional intelligence and awareness to analyse her attitude.

- I realised that a different tact was needed, as opposed to just repeating what my colleague had done.
= So I tailored my communication strategy in a way to best build rapport, before confronting the MH topic once again, but from a different angle.

I achieved this by talking about relatable topics and finding commonalities/common ground/similarities.

- I was authentic
= Allowed me to be believable and trusted – which were key elements of rapport building
= Allowed me to validate her feelings – push/pull factors that have led to the position she was in
- From Active Listening it provided me with a strategy for when I felt it was ready to return to the MH topic – returning home, support network, open and honest communication about feelings, understanding the perspective of loved ones.
- I took into account the relationship between her and her mother: holistic appreciation.

When tackling the MH topic, I slipped into previous experience from Youth Work and Education, I felt comfortable and natural, which made her feel comfortable too.

= also added to rapport building and finding a solution.

- I used her answers about friends, family, and home town environment in the previous conversation as building blocks for finding a solution
= this connected the whole conversation/action/strategy together and showed I was actively listening to her the SU
- They were positively receptive to the solutions and felt good because they have come to them by their own making.
- I explained that her solution would rely on her mother and I convinced her that her mother driving would be safer and beneficial for their relationship. I was resilient here to stay calm and not become impatient: the mother driving was key to reducing TRH

But I was also appreciative that they had a poor relationship and that the incident would likely have brought up intense emotions/perceptions – from mother on to daughter; and how daughter thinks mother perceives them.

I put a positive spin on the long drive

- Using it as factor to help situation, that long drives with music you/you both like, can help build bridges.
- That, as she was tired, she could sleep on the way home

- At the end, she would be at home in her support network and could start to work on feeling better/making more positive choices to help her.

= because I was genuinely authentic and we had a strong rapport, she trusted me and believed in what I was saying.

I was aware that the SU had a poor relationship with her mother, so I asked SU if she could enter the room so I could act as a mediator when giving the solution.

Further public service: Bed and team building exercise.

In summary: facing the incident with a strong Public Service outlook allowed all the other policing values to fit into place because my tailored approach provided a strong communication base from which to create solution.

Public Service = Strong Communication

Strong Communication = Act upon incident and work together to find solutions.

Bibliography:

Females and self-harm/suicide – suicide and gender

Why do people commit suicide?

Cries for help

Mental health episodes

Mental capacity

Mental health and university

Effect of geographical distance on relationships

Missing persons – push and pull factors – acting out of character

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:

Moving through each stage of the NDM, including the COE, explain the definition and where I got it from.

CPIA and bias – go back to the old notes.

This essay will illustrate my role in a policing incident and explain how I have utilised the National Decision Model (NDM) and how discretion made an impact in the decision making process. Furthermore, I will also outline how I have conducted the investigation and my management of offenders in the incident. Finally, I will be explaining what relevant policing values were most prominent during the incident. In order to discuss my thoughts and feelings over the incident, I will be using the Gibbs Reflective model during my illustrations.

The National Decision Making Model (NDM) is a fundamental tool in a police officer's arsenal and is used within all policing decisions. The crux of the NDM is to ensure that officers arrive at the best possible decisions and are taken from the best possible data-set. Central to the NDM is the Code of Ethics (College of Policing, 2016), which ensures that officers conduct their decisions in accordance with the policing principles and values (GOV.UK, 2016). In essence, the NDM rationalises both what officers do as well as how they do it.

What is discretion?

Discretion = the ability to make a decision from a number of options and choosing the most appropriate/suitable option available.

- Can be based on the offence type and level

- Can be based on a person's attitude
- Can be based on the attitude/disposal choices/best interests of the victim

= allows for incidents to be resolved in less formal ways where fines or SWOA are more appropriate as a resolution. As they are 'softer' forms of policing, it helps build relationships between the police and the public as the police are able to be seen as reasonable and make proportionate decisions.

The policing incident I will be discussing comes in two parts: firstly, the steps taken during the initial investigation of a double shop theft; secondly, my attendance to an unrelated public order incident, where my application of discretion to give suitable words of advice (SWOA) allowed me to learn my theft suspect was present at the address. As a result of my decision to employ discretion with the incident, it allowed me to employ a second use of discretion when dealing with my theft suspect afterwards.

Explain: why do people steal?

I was initially tasked to investigate two separate shoplifting incidents that occurred within the same week by the same person. The shoplifter was well known and was easily identified in person by the two shops in question. Nonetheless, I required further information in order to build an effective case of evidence. Subsequently, I visited both shops to obtain witness statements, print off trading receipts, and download CCTV of the incident. This provided me with a richer picture of the offence because I was able to clearly identify the aggrieved and extent of the financial loss, as well as be able to view how the offence took place. Furthermore, now that I had the CCTV footage, I was able to send off a number of photographic stills to be digitally examined. Although the stills were blurry due to the poor quality of the footage, the analysis returned back with a partial match to the suspect in our police systems.

As a result of my thorough investigative actions, I had a body of evidence that provided me grounds to effect the arrest of the suspect and complete a casefile for the incident.

My colleague and I arrived at a Public Order related incident soon after the shoplifting. A young couple with a baby had alleged their neighbour in the floor below them had been verbally aggressive and extremely offensive to them out of her flat window while they were exiting, and later, returning to the premises. Subsequently, as the couple had to pass their neighbour's floor, they felt threatened and were vulnerable with their young child. The couple were visibly distressed and were both crying on arrival.

I explained to the couple the routes of resolution: (1), to arrest their neighbour under Section 5 of the Public Order Act; or (2), give the neighbour a warning and suitable words of advice (SWOA). I also outlined the impacts of each route. By arresting their neighbour it would give a temporary solution by removing them for a brief period of time, but will however have a negative long term impact on their relationship as a whole. Whereas giving SWOA would be a more restorative path and come to a more peaceful end. I explained to the aggrieved that I would be able to mediate their feelings to the neighbour and conclude with a warning in order to enforce the impact of their actions. I gave the couple the freedom to make a choice and they believed that SWOA would have a more positive outcome.

Nonetheless, the couple were still worried about confronting their neighbour on their way up to their flat. Here I considered the NDM by firstly making my way up to their flat on my own in order to assess the route. I found that the stairs continued all the way up and providing nobody was at the end of their neighbour's floor, that the journey would be safe. This safety measure also enabled me to take a closer look and listen to the neighbour's flat and make further assessments on any threat, risk, or harm that may present (TRH). With this information I was able to develop a working strategy whereby I would take the couple into the flat and make my way up ahead of them, while my colleague stayed with them. This would allow me to confront any neighbours and provide a safe path, or at the bare minimum alert my colleague below that it was not safe. Once at the door to their neighbour's stairway, I would remain there to prevent anyone following them up. The plan worked and there were no issues.

My colleague and I then spoke to the female neighbour who the couple claimed was making them feel so uncomfortable. I outlined the impact of her actions and the effect they were having on the couple who lived above her. She explained to me that her friends were over and that they were responsible for the insults and behaviour. Nonetheless she took responsibility and was appreciative of the warning.

Through my transparent and honest approach by providing options, I felt the couple's involvement in the policing decision empowered them. I was calm throughout and leaned into my experience as mediator during my time

in Youth Work and Education. Due to their empowerment, I felt further justified and happy to give SWOA it we were able to arrive to a solution together.

My use of discretion during this incident was key, as the option to talk to the neighbour provided me a chance to communicate effectively and build rapport. Consequently, the neighbour had her guard down and started to speak back into her flat to one of her friends. The neighbour mentioned her name and acknowledged to me and my colleague jokingly by assuming that we knew the friend due to her reputation. The friend turned out to be the suspect for my case.

Based on this information, I applied the NDM again. I feigned to the neighbour that I needed to confer with my colleague about something unrelated. So we stepped back out of ear shot and I told him that the friend in the flat was my suspect and that I wanted to arrest her. I considered the present TRH level. I believed that due to environmental impact factors such as the tight stairway corridors and the stairs themselves along with any residents who we may meet, that the suspect required to be handcuffed on arrest. My colleague agreed and we returned to the neighbour, asking her friend to come to the hallway. The suspect came willingly and we spoke to confirm who she was and if she could corroborate her friend's account of the incident.

Now with the suspect's date of birth, full name, and being in her presence, I used my electronic pocket notebook to search the individual on our police database. This allowed me to recycle the NDM a following time because I was able to confirm the identity of the suspect. With the suspect now identified, I explained that she was under arrest. Although the suspect was calm and compliant, I still believed that the application of handcuffs was necessary given the potential risk factor of being pushed down the stairs. As such, full control and compliance of the suspect was required to mitigate any TRH posed to any members of the public, my colleague, myself, or herself.

On the way to our van I reviewed my actions and thought holistically about the whole investigation. While I felt a great sense of achievement from arresting my suspect for my first policing investigation, I felt that going to custody and putting the suspect through a formal process was unnecessary.

Here, I used my discretion a second time and chose to de-arrest the suspect and conduct a contemporaneous interview (CI) in the hope of giving the woman a postal charge requisition. CI's can be taken and recorded anywhere and help resolve lower level crimes in a way that is both time and cost effective. This is because it does not impact resources at custody or at court, as the suspect is given a fine and the matter is finalised there and then.

I explained my thoughts and feelings to my colleague and they agreed that the offence and loss of items could be disposed of through my alternative proposal. I was cautious that our van was outside the busy flat block, so we drove to street around the corner in order to increase our chances of a more successful interview and to allow privacy and respect for the suspect.

We stopped the van on a quiet street and I explained to the woman that we would be conducting a CI. In one part this was to be transparent, but also to take an attitude test and assess her behaviour through Betrari's Box REF. My final use of the NDM here was to ensure that the suspect was willing and able to take part. Furthermore, this allowed me to gauge TRH and assess her body language before deciding to begin the interview. The suspect positively engaged with the idea of a CI and accepted that they were happy to receive a fine. As I had never conducted a CI before, my colleague instructed me where to find the appropriate form on my mobile phone and assisted me with creating a number of questions. **In line with Code C of PACE I cautioned the female, explained they are free to leave at any time and are able to obtain free and independent legal advice (Oilers)** The CI was then conducted and I activated by body worn video camera to ensure that I had a record of the CI. This was necessary to comply with Codes E and F of the Police and Criminal Evidence Act 1984 (Great Britain, Home Office, 2018). The two Codes ensure that police interviews be conducted with the aid of sound (E) and video (F) recordable devices. As a result, it would allow me to add the interview to the file of evidence as an exhibit.

The CI resulted in the suspect admitting to both accounts of theft and explained that her reason for doing so was to sell the items in order to fund her drug habit. I felt sorry for the suspect and could see that her behaviour was one of desperation. Under the unfortunate circumstances she was in, I felt further justified in conducting the CI. This is because a more extreme act of taking her through the legal processes, may in turn cause them to conduct more extreme acts themselves. For instance, the impact of custody and court may impact them

emotionally and cause them to make riskier choices. Instead of theft, their approach in the future may lead towards violence or prostitution in order to continue their drug habit.

Overall, I believe that my actions in both incidents were successful and effective. Key to their success was my use of discretion, as clearly my choice to dispose of the unrelated public order incident through SWOA provided me a positive rapport which subsequently lead to my suspect. Nonetheless, my discretion and decision making were only as good as their delivery. As a result, my open and honest approach to the neighbour in the unrelated incident in order to actively listen to her, was essential to gaining strong rapport. During this incident I have learned that the crux of successful policing is the ability to effectively communicate and make decisions. Consequently, as shown by this incident, policing is not just *what* I do, but also *how* I do it.

It is clear, therefore, why the Code of Ethics is central to the NDM (College of Policing, 2016). My displays of policing values such as Public Service and Transparency meant that I was able to actively listen and understand the feelings of the aggrieved. As a result, I was then able to assist with charting their decision-making options by outlining their potential impacts. This meant they were imbricated in the resolution of their problem and enabled me to give them a solution catered to their choice. I remained selfless and in service to their protection by making the choice to scope out the path to their flat. This enabled me to ensure the safety of all those present and assess any potential THRs. With an entry strategy plan developed based on information gathered from my analysis of the flat block, the use of the NDM was crucial as it focused my attention.

The NDM enabled me to rationalise and justify my decisions when considering potential contingency issues. For instance, I felt justified to handcuff my suspect despite their initial compliant behaviour, because the impact factor of the stairs meant that any change in behaviour of the suspect would cause a rise in TRH. As such, the application of handcuffs mitigated this factor and was rationalised by considering my options and contingencies. I effectively removed the persons ability to push my colleague or I down the stairs if their behaviour changed. Finally, I have learned the importance of reviewing my decision making during an incident. Although I was constantly reviewing TRH through dynamic risk assessments, my ability to stop and think about the disposal of my investigation was aptly made. My use of discretion to use a postal charge requisition meant that I was able to arrive at an effective solution that benefitted all parties. Firstly, it was a more suitable punishment that aligned with the extent of the offence. In addition, it also helped to build a more positive relationship between the police and the suspect, as they were able to see that they were treated in a way that matched their offence. Thirdly, these decisions allowed us to make an effective use of our time and remain as a resource instead of being in custody. Policing numbers among response officers are low across the United Kingdom and it is not difference in my policing sector. Moreover, we also had less officers on shift than usual, as a result it was imperative that way effectively resolve incidents in ways that allow us to maintain a policing presence for our public. Thus, my ability to analyse the incident and investigation as a whole while still at the scene was imperative – not just to those involved at the incident, but to the context of rest of the shift and my ability to police effectively and respond to more pressing emergency incidents.

Furthermore, by taking time to review I was able to consider any biases within my decision-making process. Nonetheless, I felt justified in my conduct to dispose of the incident in the way I did because it was proportionate to the offences committed. Throughout my choices to use discretion, I constantly assessed the behaviour and attitude of both the neighbour, and later, my suspect. Any changes in their demeanour may have resulted in taking more punitive action or a firmer approach. During our return to the police van with my suspect, I considered bias when deciding that a CI was the best course of disposal. However, this was largely based on the location bias as we were outside the flat where the suspect's friend lived. In order to remove that issue, as well as to obtain a more professional CI recording, we moved to a quieter street which mitigated that bias entirely. Within my reflections of the CI and the potential impact of further action on the suspect, I took consideration of the suspect's gender and the cause of their actions. I wondered, if they were willing to steal to fund a desperate drug habit, what else were they willing to do – may they consider using violence or prostitution in the future? Statistically, females are more likely to take up prostitution rather than men* REF.

What went good/bad

- My application of discretion and consideration of bias during decision making
- Empowering and involving the aggrieved in their own policing solution
- Bad/Improve: considered CI earlier within the investigation as a disposal method, so that I could explain this to the suspect on the way to the van as opposed to coming to the that conclusion during my review. Nonetheless, actively showed I was considering the review process and acted on my change of decision.

In conclusion

A police officers decision making takes into account a number of factors. As a result, the NDM & COE is paramount for preserving life & limb, making the best decisions off of the best available information and options, and reviewing my decision in order to amend my choice or change tact. The NDM can be applied to all areas of policing and is a valuable tool that allowed me to risk assess, kept me focused, and ensured that I was delivering my actions and communications in an appropriate manner that reinforced a positive relationship between the police and members of the public.

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Why do people steal?

CRAVED – Smith and Clarke

Caputo & King - Shoplifting by Male and Female Drug Users - Gender, Agency, and Work

The National Decision Model

College of Policing

Alternative disposals

Contemporaneous interviews

Oilers

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
Needs to be specific Reacting to conflict	Threat, Risk, and Harm identification	Being given feedback Colleagues: before and after incidents Self- reflection Research	SMART targets
Alternative Disposal methods	Taking time to learn a range of out of court disposals and ultimately applying them in practice	College of Policing Blackstones Colleagues	

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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.

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:  (Learner, Electronic signature or type name)

Date: 11/03/22