

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	This plan and the signed O.C.P. is equivalent to 1000 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

During my 6 months of Police training, I had a lot of information to digest and I was informed that I would have to sit and pass 2 exams for the University course. I hadn't done anything academically for some time and I was unsure how I would fair physically and mentally.

I started to revise 2 weeks before the 1st exam. At this point I didn't appreciate the sheer volume of information I would need to learn and I soon realised that I would need to dedicate all my free time to revision. With long spells of revision it left no time for the things I like to do like exercising and going walking. Adding to this, my wife became unwell 1 week before the exam and was hospitalised, which restricted my revision time further. I felt overwhelmed, under pressure and stressed by all of the circumstances and once the exam was over I felt worn out.

Stress is defined as:

"The feeling of being overwhelmed or unable to cope with mental or emotional pressure."
(Mental Health Foundation, 2021)

Emotional resilience is defined as:

"To be able to spring back emotionally after suffering through difficult and stressful times in one's life."
(MentalHelp.net, n.d.)

I appreciate that I need to be resilient and cope with high levels of stress in my PC role as I will have high workloads and many highly emotive situations to deal with. Failing to cope with this is likely to negatively impact on my performance and the level of service I provide to the public.

My objective for the 2nd exam was to plan and be better prepared mentally, so I started revising earlier, revising for shorter spells, giving myself time to exercise, going for walks whilst taking my mind off things listening to my favourite music.

Research carried out by Stanford University found that:

"Music has a unique link to our emotions", and "it can be used as an extremely effective stress management tool."

It also found that:

"Listening to music seems to be able to change brain functioning to the same extent as medication. Since music is so widely available and inexpensive, it's an easy stress reduction option."

(Edwards, n.d.)

Going for walks also helps alleviate stress.

“Walking gives you time to think, as well as time to get away from stressors. Getting out of the stressful environment, breathing the air, and feeling your body move is natural stress-relief.”

(Bumgardner, 2020)

These actions helped me to become more resilient to the pressure of revision. Listening to music and going for walks helped me to relax, feel healthier and feel stress free. I felt more confident going into the exam, I achieved a better result than the 1st exam and I didn't feel worn out afterwards. The improved exam results reassured me that I could achieve the required academic levels and how I coped with the pressures gave me confidence that I could successfully deal with high workloads and working to deadlines in my PC role.

Task 1 = 502 words.

Task 2

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

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

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

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

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

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

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

I received an emergency radio call, the report was from a concerned mother regarding her daughter's mental health who was hearing demons, threatening to self-harm and kill herself. The control room also called for Ambulance assistance and said they were on their way.

The daughter was in her late 20's and she had warning markers on record for mental health, self-harming and for drugs. Due to confidentiality I will give her the made up name 'Becky' for this exercise.

My colleague and I arrived at the address and were taken to the lounge where Becky was sat on the sofa. She appeared very distressed and agitated, informing us that the voice in her head was telling her to kill herself. It was clear that she was suffering from a mental disorder, which is defined by section 1(2) of the Mental Health Act 1983 as:

"Any disorder or disability of the mind"

(Government of the UK, 2008)

We were told that the ambulance was 15 minutes away. I knew their role and assessment would be important especially as we had no power to remove Becky from the property to take her to a place of safety due to the incident being inside of a dwelling.

The main objective was to get Becky urgent medical assistance and to keep her safe, along with everyone present.

I spoke to Becky about what was going on to see if there was anything we could do to help. My colleague spoke to Becky's mother to get her account, who was also in the room. She said Becky had been trying to grab sharp objects in an attempt to cut herself.

Becky then leapt from the sofa in an attempt to grab a glass half way across the room, saying "he's telling me to kill myself".

My colleague and I immediately realised the danger and grabbed her by her arms to stop her. Becky was struggling to get away from us and we had to wrestle her onto another sofa, away from the glass. Becky was still fighting so I told her that if she didn't calm down, we would need to place her in handcuffs for everybody's safety.

She didn't calm down and she didn't want to be handcuffed. I made it clear that she wasn't in trouble nor under arrest and they would only be applied as a safety precaution. I stated if she was to become calm and paramedics were happy, they could then be removed, in an attempt to negotiate and gain compliance. She agreed and the handcuffs were placed but in front of her, so that it didn't cause any more distress to her and so it was more comfortable.

I used the National Decision Model (NDM) in making the decision to use handcuffs. Due to her unpredictable behaviour there was a risk of her endangering herself and others. I felt they would keep her safe until the ambulance staff arrived and assessed her. I was also mindful that this would impact on her Right to Liberty under the Human Rights Act.

However as this is a limited right under the act, I felt it was necessary and proportionate to detain Becky due to the impact that her mental health condition was having on her behaviour.

A summary of Article 5 of the Human Rights Act:

"Everyone has the right to liberty and security of person. No one shall be deprived of his liberty save in the following cases and in accordance with a procedure prescribed by law:

- the lawful detention of persons for the prevention of the spreading of infectious diseases, of persons of unsound mind, alcoholics or drug addicts or vagrants"

(Equality and Human Rights Commission, 2018)

I was conscious of how our behaviour and actions taken to restrain her could be affecting her attitude towards us, in line with the Betari Box theory which is:

"a mental model that shows how your attitudes affect the way other people respond to you, and therefore, if you change your attitudes towards others, you can cause them to change their behaviour towards you."

(Farmer, n.d.)

I therefore sat her back down on the sofa and began speaking to her again in an attempt to de-escalate the situation and to change her behaviour. I used a combination of closed and open questions, adjusting how I spoke to her to try to put her at ease. Communication style

with those suffering with mental health issues can be improved by being patient and calm with them, adapting your tone of voice and terminology, changing facial/body language, actively listening, being compassionate and respectful, building rapport and showing empathy and providing reassurance. This is outlined on the College of Policing website which also states:

“De-escalation is an approach and range of tactics that may be used by the police or other professionals to calm an agitated individual to reduce or prevent the use of force or restraint”.

(College of Policing, 2016)

These actions helped calm Becky down, leading her to become more responsive to my questions, informing us that she was a heavy cannabis smoker, she had smoked 4 joints that day, telling us what the voices were saying and disclosing that she was asthmatic and was currently experiencing chest pains. This was important information that we could pass to the paramedics to help with their assessment.

Paramedics arrived shortly afterwards and as a result of the de-escalation, all parties were happy to remove the handcuffs, making it easier for them to conduct their assessment, making Becky feel more comfortable.

The paramedics confirmed that Becky was suffering from a psychotic disorder and were concerned about her chest pains and would need to go to hospital to be assessed. Due to COVID-19 regulations, a family member wasn't able to travel in the ambulance with Becky but paramedics requested than an officer travel with them to hospital for safety reasons.

I agreed to go with them and it was decided that she wouldn't be restrained for the journey as she was calm, that it may distress her and trigger another episode. However, as soon as the ambulance pulled off, Becky panicked, trying to get off the trolley, wanting to get out, screaming the voices were telling her to kill herself. I radioed my colleague for assistance. She had to be restrained again due to levels of violence displayed towards officers and paramedics, using handcuffs and leg restraints to stop her kicking out or making a dash for the exit.

It wasn't possible to go through each section of the NDM when deciding to use force due to the circumstances but I felt that it could be justified due to the level of risk and I felt we were acting with integrity to protect the public.

The College of Policing Website states:

“In a fast-moving incident, the police service recognises that it may not always be possible to segregate thinking or response according to each phase of the model. In such cases, the main priority of decision makers is to keep in mind their overarching mission to act with integrity to protect and serve the public.”

(College of Policing, 2013)

The paramedic and I had to physically restrain her for the whole journey as she was trying to head-butt a metal pole, smash the handcuffs against her head and continued threats to kill herself by throwing herself in front of a moving car.

We remained with Becky at hospital until she had calmed down and the risk was low enough for the restraints to be removed, which the nurses were happy for us to do. They decided to keep her in hospital due to her worsening asthma condition.

This was a challenging situation due to Becky's behaviour and actions but overall I felt the objective was met as she and others were kept safe and she received much needed medical assistance. I feel that she was treated "fairly and with respect" by myself and my actions, in line with the Code of Ethics.

(College of Policing, 2014)

Some of the guiding principles in the Welsh Code of Practice for the Mental Health Act 1983 to be considered in decision making are:

- Dignity and respect
- Fairness, equality and equity
- Keeping people safe

(Welsh Government, 2016)

Becky was treated with dignity when she was handcuffed to the front. I was mindful that she would be covered under the Equality Act 2010 for having a disability due to her mental health, so it was important to make sure that she wasn't treated unfavourably or put at a disadvantage because of this.

(Equality and Human Rights Commission, 2020)

On reflection I should have gone through the NDM prior to the journey to hospital. I could have assessed the risk better and placed her back in handcuffs once the medical assessment was completed. This could have been justified due to her continued threats to harm herself and her previous actions. It would have given me more control over her when she did become animated and it could have prevented my colleague intervening and placing Becky in leg restraints. This in turn could have resulted in Becky becoming less agitated, having less of an impact on her asthma condition.

Task 2 = 1534 words

Task 3

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

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

Give a brief description of a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

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

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

1500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

My colleague and I were asked by our sergeant to attend a call where a female was reporting that she had been assaulted by her partner in her home.

I checked the incident log for details whilst en route and established that the alleged suspect had left the scene following the assault.

By checking on our system I could see a history of past domestic violence incidents between the two people and there were warning markers against them both and the property.

Our aim then was to attend the property to check the welfare of the victim, to address her needs, to investigate what had happened and to identify the location of the alleged suspect and to see if arrest enquiries were needed to be made.

An example of a victim in the Code of Practice for Victims of Crime in England and Wales is:

“A person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence”

(Ministry of Justice, 2020)

A victim has rights under this code and it is my responsibility to ensure that minimum standards are met when dealing with an incident.

My colleague and I attended the property where the assault had taken place with our body worn videos on to record the scene and obtain evidence. The woman invited us in, she identified herself as the victim and stated that her mother was there with her but had only come around after the assault.

In line with Right 2 of the Victims Code I asked the victim to tell me what had happened, to obtain a first account from her, which I made notes of on my mobile phone.

Right 2 says:

“You have the Right to have details of the crime recorded by the police as soon as possible after the incident.”

(Ministry of Justice, 2020)

She stated that her and her partner had been bickering all morning, with things coming to a head when he grabbed her by her throat. He then pushed her back which caused her to fall to the floor. The victim showed us red marks on her neck and stated that she took action to avoid further injury when she fell to the floor. I took a photo of the injury for evidence.

The suspect then took their dog and drove off in his car immediately afterwards. She did not know where he had gone or where we could find him. She added that no one else had witnessed the assault. I recorded the suspect's details, what he was wearing, along with information about the vehicle that he was driving. He was known to us so we had a picture of him on our records.

She told us that there were previous incidents between the pair and that her child no longer lived with her due to this and social services becoming involved.

As the victim had hopes of getting the child back, she said that she didn't wish to make a statement of the assault as it could negatively affect that. This was clearly against her mother's wishes who was actively trying to persuade her to give the statement.

I stated that I understood the dilemma but based on her first account, the suspect would still need to be arrested, as due to the seriousness, this couldn't be ignored and the investigations would need to continue. I added that if she were to provide a statement, there would be a greater chance of the matter going to court and getting the suspect convicted of assault and therefore bringing an end to the domestic violence that she was experiencing. However she stressed that she didn't want to go to court and refused to provide a statement.

On the College of Policing website, it explains why it is important to carry on investigating the case if it's not supported by the victim:

“It is common for victims not to support, or to appear not to support, the police, an investigation or criminal proceedings for a variety of reasons. Officers should not assume that investigating the incident in such circumstances will not result in a positive outcome, and should take steps to build a case for a potential evidence-led prosecution, ie, a prosecution based on hearsay or circumstantial evidence, or featuring a hostile witness.”

(College of Policing, 2015)

Right 4 of the Victims Code of Practice says:

“You have the Right to be referred to services that support victims, which includes the Right to contact them directly, and to have your needs assessed so services and support can be tailored to meet your needs.”

(Ministry of Justice, 2020)

As she was a victim of domestic abuse and in line with Right 4, I offered her the opportunity to be referred to Victim Focus for help and support. She was reluctant at first, so I explained how it works with them offering useful information, emotional and practical support and how referrals can be made for specialist support/agencies.

After explaining this, the victim agreed for me to pass her details on to them, which I did by completing a referral form back at the station.

The victim also agreed to answer a questionnaire that we call DASH risk assessment (Domestic Abuse, Stalking and Harassment). It is a list of 29 questions which are used by specialist staff to identify, assess and manage the risk in relation to the domestic abuse, identify dangerous and serious offenders and to help their decision making.

On the SafeLives website, it explains how DASH works:

“The simple series of questions makes it easy to work out the risk someone is facing, and what they might need to become safe and well. A high score means the victim is at high risk of murder and/or serious harm and needs urgent help. These victims should get help from an IDVA, and all the relevant local agencies should come together at a Marac meeting to make a plan to make them safe.”

(Safe Lives, 2015)

This formed part of my primary risk assessment which was carried out at the scene.

On the College of Policing website, it outlines the importance of this task for first responders:

“When investigating a domestic abuse incident, it is the responsibility of the attending officer or first responder to carry out a primary risk assessment at the first opportunity, usually at the scene. Officers and staff carrying out risk assessments should have a thorough knowledge of the possible [risk factors](#) for domestic abuse, including those in relation to [certain groups of victims](#), and be skilful in applying these factors to individual cases, using professional judgement. Officers should record the presence of risk factors according to local procedures, and reach a decision on the level of risk.”

(College of Policing, 2015)

A PPN form (Public Protection Notification) has to be submitted in every Domestic Abuse incident and sent to our Public Protection Unit, who identify the level of risk, appropriate safeguarding measures and share information with partner agencies like Social Services, Housing, Probation Services, Health Authorities and domestic abuse charities etc.

I submitted the PPN form when we got back to the station based on the details I obtained at the incident. My initial assessment was that the risk level medium, even though the perpetrator has potential to cause serious harm, he was unlikely to do so at the present time. This was based on my professional judgement, information held on previous incidents and the current one where the injuries were minor.

As it was coming towards the end of our shift, arrest enquires were passed to the next team of officers, to find, arrest and interview the suspect and to conduct house to house enquiries.

By my next shift, the suspect had been arrested and was in custody. In line with Right 6 of the Victims Code of Practice, I updated the victim of this.

Right 6 says:

“You have the Right to be provided with updates on your case and to be told when important decisions are taken. You also have the Right, at certain stages of the justice process, to ask for decisions to be looked at again by the relevant service provider.”

(Ministry of Justice, 2020)

The victim still maintained that she didn't wish to provide a statement about the assault.

Right 9 of the Victims Code is for the Victim to be updated of the outcome of the case, which I did when it was decided that the suspect wouldn't be charged with the offence. I told her that the incident would remain on record and to report any further incidents to the Police.

(Ministry of Justice, 2020)

Overall I feel that the objective was met, to check the welfare of the victim, to provide support to her and investigate the incident. This was done in line with the Code of Practice for Victims of Crime to ensure that the Victim was supported throughout and that minimum standards were met. The victim was treated with respect, dignity, sensitivity, compassion and courtesy in line with her rights.

One aspect which I feel I could have done better was to explain that special measures could have been considered at court if she was deemed as an intimidated witness. This may have had an impact on her decision to provide a statement.

Task 3 = 1558 words

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

My colleague and I received a report of 6-8 teenagers fighting in the street. It was an emergency response call but due the incident being in rural area at the far end of our sector, it would take us 20-25 minutes to attend.

When making decisions within the Police, it's important to use the National Decision Model (NDM)

On the college of Policing website, it states:

"Decision makers can use the NDM to structure a rationale of what they did during an incident and why."

"The NDM has six key elements. Each component provides the user with an area for focus and consideration. The element that binds the model together is the Code of Ethics at the centre."

(College of Policing, 2013)

The Code of Ethics "sets and defines the exemplary standards of behaviour for everyone who works in policing."

(College of Policing, 2014)

It includes Policing Principles and standards of professional behaviour and each stage of the NDM should be in line with these.

I started to gather information and intelligence as per the 1st step of the NDM whilst we were on route. I read through the initial incident report, checking for warning markers on our system and checking for further updates on our log. When we arrived on scene, I turned my body worn camera on to record any potential evidence of the incident. I could not see any signs of fighting and there was nobody on the street, however it was night time so visibility wasn't good. Another Police unit had arrived at the same time. On the approach of the reported property, it was apparent that there was an ongoing house party. I could hear loud music and could see a large number of teenagers in the kitchen area through the window.

The 2nd stage of the NDM is to assess the threat and risk and develop a working strategy.

It was difficult to assess exactly how many people were inside but the kitchen was full of people who appeared to be relaxed and enjoying themselves, with no signs of anyone acting aggressively. However COVID-19 regulations prevented gatherings and households mixing, so there was a risk that they were endangering each other, increasing the risk of infection.

The youths appeared intoxicated and under age to be drinking, due to this and the potential they had been fighting, there was a risk that they could become volatile. A threat assessment was carried out but as my colleague was armed with a Taser, we were confident that we would be able to control the situation.

I am aware of unconscious bias and the importance not to assume that they would cause trouble just because they were young and not let any possible stereotyping negatively affect my decision making. In line with standards of professional behaviour outlined in the Code of Ethics, I wanted to be open minded, treat them fairly and equally without discriminating them.

ACAS describes Unconscious Bias:

"How a person thinks can depend on their life experiences and sometimes they have beliefs and views about other people that might not be right or reasonable."

It "includes when a person thinks less of someone because that person is different to them, for example, they might be of a different race, religion or age"

A person "could make a decision influenced by false beliefs or assumptions."

(ACAS, n.d.)

The next step of the NDM is to consider powers and policy. I knew that as there was a breach of the COVID-19 regulations, we had a power to enter and break up the gathering.

(Welsh Government, 2020)

The NDM's next step is for us to identify options and contingencies. As there was a breach to the regulations, I knew that doing nothing wasn't an option as the Police are a public authority and are expected to act. Due to the volume of people inside I considered whether more officers were needed but due to the distance from the station, it was decided that this would take too long.

I discussed the options with my colleagues, we didn't want to go in too heavy handed, startling the youngsters and potentially getting a volatile reaction from them.

The next step of the NDM is in two parts, to take action and then to review what happened. It was decided we would make our presence known by knocking on the front door and kitchen window, due to the loud music.

This got their attention but whilst the front door was opened, a number of the youngsters started to run towards the back door. My colleague and I ran to the back of the house where they were climbing over the garden wall, running off into a field. We stopped a number of them from doing the same and ushered them back inside. Due to the size of the field, the lack of lighting and the speed they made off, we decided not to pursue the others as there were still a large number inside and we didn't want to risk the other 2 officers' safety.

My colleague and I entered the property via 2 separate back doors to block the exits and then to conduct a sweep of the house, getting everyone in one room to speak to them.

The remaining 30 youngsters were soon calm, compliant and responsive to our questions. They were all 15 years old and the owners of the property were out with no knowledge of the party.

In line with the Criminal Procedure and Investigations Act 1996 (CPIA), it is my responsibility as a Police officer to investigate and "ascertain whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it."

The CPIA code of Practice also states:

"All investigators have a responsibility for carrying out the duties imposed on them under this code, including in particular recording information, and retaining records of information and other material;"

(Ministry of Justice, 2015)

I had a look around the property to investigate further. There were lots of empty alcoholic cans and bottles and cigarette packets. I took photos of these on my mobile phone for evidential purposes, so they could be uploaded to our database and retained on record. This along with the body worn video would be key evidence in any potential prosecution.

There were no reports from them of any fighting or assaults and there were no injuries present to back up the initial report.

I made them aware of the seriousness breach to the COVID regulations, reminded them of the legislation and about the risks involved. They were remorseful of their actions. Due to their age, they couldn't be issued with fixed penalty notices but I recorded their details on the incident log, via my mobile phone, so further investigations could be completed to see whether any Anti-Social Behaviour referrals would be made for them and whether penalty notices would be issued to their parents. I told them to make their way outside once they had provided their details and to start making arrangements to go home.

Once they had all dispersed, I made house to house enquiries to see if anyone had witnessed anything and to ascertain if CCTV was present. No evidence was provided to confirm that a fight had taken place.

Later, I entered the teenagers' details onto our database, which showed no previous incidents of COVID-19 breaches. I spoke to my supervisor about the incident and it was felt no further investigations could be done. I decided due to their age, their remorsefulness and no previous occurrences of breaches, that I would use Police discretion so that no further action would be taken against them or their parents. I informed the parents of the incident,

reminding them of the COVID regulations and their obligations to manage the whereabouts of their children.

Police discretion is an officer using their professional judgement to decide the best course of action, which takes a prominent role in Police guidance on dealing with COVID-19 breaches, stating:

“If there is a problem we want to resolve it by communicating clearly and encouraging people to behave responsibly.

We're following 'the 4 Es': Engage. Explain. Encourage. Enforce. First we will try to engage with someone, explain how we think they are breaking the rules, and encourage them to change their behaviour to reduce the risk to public safety and health.”

(South Wales Police, n.d.)

Reflecting on our actions, using the National Decision model, I felt that our approach to the property should have been planned better, by having officers at the back of the property before making our presence known, to prevent people making off. We should have anticipated their actions and it would have prevented potentially key evidence leaving the scene. Preserving a scene is an important part of the “Golden Hour” principles, with the College of Policing website stating:

“Positive action in the period immediately after the report of a crime minimises the amount of material that could be lost to the investigation, and maximises the chance of securing the material that will be admissible in court.”

(College of Policing, 2013)

Task 4 = 1524 Words

Task 5

Personal Development Plan (PDP) / Learning Plan.

As part of your reflective process, please use this table to aid you in identifying the next steps for development. This is equivalent to 500 words. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
I aim to improve my knowledge and understanding on legislation and points to prove	By researching the "Pocket Sergeant App", relevant websites and reviewing my training notes / Powerpoints on Moodle during PLT days and my free time	My training tutor, my training sergeant, my response sergeant and colleagues	This will be ongoing but I plan to improve my knowledge by each set of PLT days which occur monthly.
My plan is to improve my knowledge and understanding of the Criminal Procedure and Investigations Act Code of Practice	By reviewing and researching the code of practice and the College of Policing website during my PLT days	My training tutor, my training sergeant, my response sergeant and colleagues	By September 21
My aim is to improve my study skills, learn more about reflective	By spending more time researching the tools and information on Moodle, especially	Training tutor and University course support	This will be ongoing but I am looking to improve my knowledge in time for the 2 nd

practice so I can make use of these in future course workbooks	during my PLT days		year of the course / September 2021
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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.

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

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

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

Signed: __ Neil Park _____ (Learner - Electronic signature or type name)

Date: __ 16/05/2021 _____