

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

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

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

Learner name: Alice Johnson

Learner's University Registration Number: 1921008

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, which 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.

Contents:

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:

In this task I will discuss my first 6 months of initial training, since being attested as a Police Officer up until my passing out parade. I will outline the coping strategies that I have used to develop resilience and minimise stress to complete my workload. Since being attested as a Police Constable in March 2020 I have had to overcome an ongoing Global Pandemic (COVID19) which resulted in a complete change up of the course and how it was ran and become accustomed to learning from home, completing two exams, although in the end I sat 4 and undergoing many practical elements to the course to provide consistency and prove that I can behave and subsequently provide the role as a Police Officer to the general public.

According to BUPA, 2017 stress is when the pressures in your life outweigh your ability to cope with them. Every ones threshold of pressure is different and this is because your tolerance to pressure is based on lifestyle, mind set and behaviours of the individual. Also according to BUPA, 2017 resilience is based on the idea that you are able to build your tolerance level and this is done by living a healthy and balanced lifestyle and changing how your mind and body behaves and thinks in certain situations.

My first coping strategy was exercising; I took up running during my first 6 months of training, due to having already been running to train for the fitness test, I decided to keep this up, running 1-3K during my lunch breaks and 3-5K on weekends; it also helped to have a running partner as my brother was in training for the Army at the time. Healthline, 2016 states that physical activity improves the ability to use oxygen and improve blood flow. Exercises also increase your brains production of endorphins which are the 'feel-good' neurotransmitters which improve mood. .. Exercise helps experience the same benefits as meditation whilst working out. Due to increasing my exercise I also gradually got into the habit of sleeping at appropriate times and getting a specified amount of hours sleep per evening which, in turn, helped my focus and concentration levels the next day.

My second coping strategy was asking for help. I contacted my Tutors at the Learning and Development department to request help, especially after I had failed my first exam (TWICE!) and was struggling to revise for my final attempt. I also accepted help from the university with regard to how to revise for exams and received feedback such as "divide revising into smaller sessions, learn one topic at a time and work on what you do not know and stop revisiting things that you do know", this definitely helped with my revision for my final exam and the following exam which was only 11 days after, as I eventually passed both.

I also took up healthy eating and began eating at specific intervals throughout the day which in turn improved my concentration levels as I wasn't hungry and looking for food (procrastinating) and I could work for longer and more focused. Healthyfood, 2020 states that three meals a day are essential to ensure a steady supply of stress-busting nutrition.

Word Count: 534

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:

This task will discuss my attendance at an Arrest Enquiries situation where the offender was given multiple attempts to attend voluntary attendance interviews at his local Police Station, arranged by officers in charge of the investigation. After he didn't attend arrest enquiries were then arranged to bring the individual in to prompt an effective investigation and prevent further injury to the victim. The victim was identified and spoken to prior to this incident which then lead to the subsequent arrest of the offender. Due to the evidence the victim had provided, there was subsequent proof that the male had committed an offence contrary to the Criminal Justice Act 1988 – Common Assault. I will outline to you the actions that I took when approaching the address to locate the male, how he was communicated to and the process for determining use of force used on the male during this incident and if / why it was necessary.

I will be referring to the National Decision Making Model throughout this task also, to explain as to why the necessary action was taking and the thought process behind it. "The National Decision Model is a nationwide framework that is used by police forces to help them ensure that they make the most appropriate decision. There are various stages to the process, but all should be taken while considering the mission statement and core values." (National Decision Model. 2018).

In this task I will also be referring to Betari's Box "Our own attitudes and behaviours can directly affect the attitudes and behaviours of others around us ... changing our attitude will positively impact those around us and break the cycle" (Mind Tools. 2020). Bitari's box, as referenced, explains how we can approach subjects and situations and by changing our attitudes we can subsequently receive a better outcome from scenarios which then leads to more positive results.

With several other officers, I attended a briefing to gather the facts about the male in question including any warning markers about the male and what he was being arrested for, I then referred to

the National Decision Model to decide who would be the arresting officer in this instance and who would be best to engage with the victim and then with the male. We approached the house in question which was the males last known address and belonged to the victim. We had reason to believe he may be residing there again due to intelligence given to Police when looking for the male at other addresses (NDM - gathering information and Intelligence). We had to refer to COVID 19 guidelines at this time and wore masks when approaching the door of the address. A female answered and stated the male was not home, but would not allow officers in the address to speak to the female – this gave us reason to believe the male was at the address and we informed the female that we had Power of Entry under Section 17 of PACE as we believed there was an offender in the address. UK Police Blog. 2014 states that entry onto private property is governed by Section 17 of the Police and Criminal Evidence Act 1984. ... A constable may enter and search any premises for the purposes of arresting a person for an indictable offence.

The female then went to locate the male in the property to inform him that police were present to take him into the station.

The male then proceeded to come and see officers and informed us that he was just going to get changed and then would come with us to the station. To adhere to social distancing we asked the female if she could go into the living room to allow us more space within the property to which she agreed – officers followed guidelines of wearing masks at all times.

The male was spoken to in a calm manner by myself as I approached him upstairs with a fellow officer. We actively listened to the male and answered any questions he had, but ensured that we did not compromise the integrity of the case and insisted that it would not be discussed until he was under caution and proceeded to tell him not to state anything regarding the incident until he had been cautioned. The male began getting aggressive towards officers and a rapport could not be built with the male due to this. Betari's box would then try and be effectively used as we tried to be positive within the house to expel positive attitude onto the individual. This again didn't work, and we were unable to gain any rapport with the male. He continued to wander around the house shouting abuse at officers and barging past them. We negotiated with him with that we allowed him to get ready and put some clothes on and then he would come with us calmly to the van; it appeared to be going well as he proceeded to get ready to come with us, until it actually came to coming with us.

The male was stood in the kitchen doorway between myself and another officer, I proceeded to use tactical communications to try and get him into handcuffs so that he could be walked to the van, he denied every communication method and began getting irate again.

I placed my hand on the male and attempted to apply handcuffs to him, he ripped out of my grip and this is where the other officer took the male to the floor so that he could be handcuffed effectively.

This use of force was necessary due to his warning markers of Assault Police and Violence and that he was being aggressive towards officers during our time in the property. Police Law, 2019 informs that a person may use such force as is reasonable in the circumstances in the prevention of a crime or in the effecting or assisting in the lawful arrest of offenders. Handcuffs were applied and then the male was arrested and read the caution. We had to take into account the males human rights when making decisions regarding his arrest and even when entering the females address as she had the right to privacy under Article 8. Citizens Advice. 2020 explains that the Human Rights Act 1998 gives effect to the human rights set out in the European Convention on Human Rights, these include the right to life, the right to respect for private and family life and the right to freedom of religion and belief. However, Compact Law. 2020, also explains that the police are under a duty not to breach these rights, however the prevention of crime and the protection of the rights of others would be legitimate grounds for interfering with certain rights. So, applying handcuffs breaches his human rights but as it is for the prevention of further crime and protecting the females' human rights it is a legitimate reason to do so, and entering the property to apprehend an offender was also a legitimate reason to breach Human Rights in this instance.

To conclude, this incident worked out well. But to reflect for future reference and experience, the male should have been apprehended sooner within the property as he began trying to control the situation where it should have been our duty to protect the persons within the property to be more in control of the situation. For learning purposes, in future I will be engaging with the male sooner and insisting that he is watched whilst in the house as he was left to roam and, as already explained, apprehended sooner to be able to control his movements; I showed fairness and understanding throughout this incident by allowing the male to get dressed due to family being home, and showed him respect to do so. I also took accountability for the way the scenario went, and explained this to officers in the de-brief following the situation.

Word Count: 1324

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:

This task will discuss my attendance at an assault interview in custody, which was the result of a domestic violence incident where the victim was identified and spoken by other local officers to which then lead to the subsequent arrest of the offender, and finally, the interviewing process of the offender and possibility of any charges or releasing the individual following interview. It was reported that a domestic had taken place as the victim contacted 999 to report and gave details of an assault, due to suspicion that an offence had been committed contrary to Criminal Justice Act 1988 – Common Assault and to prompt an effective investigation the male was brought into custody. I will outline to you the actions that I took with regards to the offender whilst he was under my responsibility in custody, and then the aftercare and information given to the victim afterwards.

When coming onto shift we were approached by the neighbouring Sargent asking if we could take a DV Handover, who needed to be interviewed for the offence of Common Assault. It was then my job to prepare a full interview plan to question the offender, to give him an opportunity to give his version of events and either deny or confirm the offence and give reasoning if applicable. The procedures when receiving a handover from another shift are as follows; I read through the entirety of the associated NICHE occurrence, this was to review the investigation currently to update myself on what had happened, to establish what material is already available to view, who the victim was, any history of both persons or history of Domestic Violence or violence in itself and to decide on what the aims and objectives of the interview are.

I also had to ensure that I followed the guidance of the Criminal Procedures and Investigations Act 1966 which states ... a **criminal investigation** is an investigation conducted by police officers with a view to it being ascertained - (a) whether a person should be charged with an offence, or (b) whether a person charged with an offence is guilty of it. 22(2) In this Part references to **material** are to material of all kinds, and in particular include references to - (a) information, and (b) objects of all descriptions” (Police National Legal Database. 2019).

When it came to interviewing the individual I had to ensure I did so following the Police and Criminal Evidence Act 1984 (PACE) and the PEACE model of interviewing. PACE codes C, E and F are relevant to the detention and interviewing of the individual and it is the duty of the officer and custody Sargent to ensure that these are followed at all times. Code C of pace related to the detention, treatment and questioning of suspects whilst in police custody and their rights whilst being detained. Code E and F relate to Audio and Visual recordings of suspects. (Gov.UK. 2020).

The PEACE model has 5 phases to its framework, and allows an interview to flow accurately and accordingly, ensuring that it covers all topics and stages, allowing a closure and evaluation stage to end the interview. Planning and preparation, Engage and explain, Account clarification and challenge, Closure and Evaluation are its 5 phases. (College of Policing. 2020).

The offender in question was given time prior to his interview, in accordance with PACE to consult with his solicitor; as this is one of his rights whilst in custody to be represented by a Solicitor during interview. As the interview began, and after consulting with his client, the solicitor stated that the individual wanted to co-operate with the Police during this interview but had disclosed to him that he suffered with dyslexia, he was slow to processing information and responding to persons, so if possible could things be presented on a more simplistic level to allow him to communicate with us effectively to achieve the best possible evidence from this interview; thus being a communication / language issue (although not the most obvious) I still had to change my interview plan slightly to adjust the language within; to present to the offender in a simple manner and explain myself when following the Aid Memoire required of me. This also follows the inclusion guidelines and values as an officer as I was able to adapt to ensure that the offender received the best possible service form the Police as possible, and showed fairness and openness to his impairment.

The offender was able to give the best possible evidence during his interview due to my adaptations and language adjustments. He gave his version of events and denied any offences had been committed. As the victim didn't want to provide a statement, there were no injuries present and that she did not want to follow further with prosecution, all this and the interview notes were presented to the custody Sargent and they decided that a No Further Action (NFA) would be applicable in this instance, and I agreed.

This was my first case with being in charge of an offender during their interviewing stage, to reflect, I personally thought that it went well. I was able to engage appropriately with the male to provide an effective interview and able to adapt to meet his required needs – showing diversity and inclusion during the process (the policing process isn't a 'one size fits all' situation and needs to be adapted to suit individual needs). I was able to show fairness throughout and did not 'side' with the victim during the interview and remained unbiased throughout to ensure that the male was able to give his version of events, but equally was challenged well during the challenge stage of the PEACE model.

The male was given strong words of advice regarding the victim and their relationship for future reference and released without charge.

It was then my duty as interviewing officer and being present at his release to inform the victim and ensure that all information on the NICHE occurrence is updated in accordance with the guidelines.

The victim was contacted via phone and updated almost immediately prior to the males release from custody, she was informed of the outcome and was educated as to why it had come to that conclusion. We have a duty of care to contact the victims if the suspect has been released from custody and proceed to give them safeguarding advice, and should they require us in the future of how to contact us both in an emergency and non-emergency situations.

I then finally updated the NICHE occurrence using the 'Final Victim Contact' entry to update the local officers dealing with the case of the final outcome. I showed honesty and fairness with regards to updating the victim, following the Policing values and was straight with her as to how the investigation had gone and the reasons as to why it went the way it did, following Data Protection guidelines and ensuring that I did not mention the interviewing procedures and stage as that is protected.

Legislation.Gov.uk states that GDPR makes provision about the processing of personal data in Part 3 relates to processing of personal data by competent authorities for law enforcement purposes. I had to ensure that I followed the guidelines and only released information that was acceptable and that the victim was allowed to know by law, but also ensure at the same time that she fully understood what was happening and that the case would no longer progress or being investigated further.

In conclusion, to reflect on the incident as a whole; my participation in this was a key role to receive the male's version of events and decide if there was necessary evidence to proceed further with a charge or if it would be No Further Actioned. I had to take into considerations the impairment of the offender and did not let it change my approach to the interviewing stage, but allowed me to show inclusion appropriately and fairness by adapting the wording of questions; but my interview plan

remained the same and was followed effectively. My role during this was played well and an outcome was gained effectively to ensure the best possible outcome for the case.

Word Count: 1369

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:

This task will discuss my attendance at a Public Order incident where the victims were identified and spoken to which then lead to the subsequent arrest of the offender. It was apparent that an offence had been committed contrary to Common Law – Breach of the Peace and a further offence had been committed contrary to Section 4 – Public Order Act 1986. I will outline to you the actions that I took with regards to the victim, the witnesses and the person who I subsequently arrested for the offences disclosed.

I will be using Gibbs reflective model throughout. “The Gibbs Reflective Cycle allows people to think about the experience that they have undergone during a specific scenario or incident. By using the circle of reflection the experience can be structured into phases for reflection, which in turn allows people to make judgements on their own actions and subsequently adjust their behaviour for next time.” (Mulder, P. 2018).

I will also be referring to the National Decision Making Model throughout this task also. “The National Decision Model is a nationwide framework that is used by police forces to help them ensure that they make the most appropriate decision. There are various stages to the process, but all should be taken while considering the mission statement and core values.” (National Decision Model. 2018).

This public order incident was a disagreement between friends which turned into threats to harm. Police were called to attend an address as a young male was banging on the door and refusing to leave the garden premises and move away, it was reported that he was kicking the door, hitting the door and shouting in the street to get attention from persons in the address. I contacted the Force Control Room regarding the call, stated that we would be in attendance as we were only around the corner on Mobile Patrol and asked for a search on the house (on NICHE – which is an operating system used to store information) and the possible occupants (gathering intelligence and information to make an informed decision). The subject is known to the police, but I also asked for information regarding any markers as I had not dealt with him before, he is known for being missing and/or carrying weapons. On police arrival the male was found loitering towards the end of the street where

the caller's house was located. Officers called his name but he did not respond, when approached by officers – he ran away, this is where I had to assess the threat and risk and develop a working strategy as to how this situation could be dealt with effectively. As I had been passed information regarding warning markers I approached the subject carefully and as he ran off – did not go after until I had back-up and knew the caller / victim was safe and well. I also activated my Body Worn Video camera to capture the interaction and then continued to record to ensure I was able to gather all evidence required to support my actions throughout the incident. I now knew that I had to develop a working strategy as to how I wanted the situation to pan out, and consider contingencies if anything was to change.

The caller, who was the victim approached the front door when realising police presence, along with another victim and a witness to the event. A brief detailed description of what happened was taken and all details of the individuals from inside the address; all recorded in my Pocket Notebook. I then gave safeguarding advice to the occupants – lock the doors, keep windows shut, keep phone on charge to prevent a dying battery and contact 999 immediately if the individual returns whilst we are trying to locate him.

The male reappeared, before we had gone to search for him. He was approached by officers (again, carefully and strategically) and asked what he was doing in the area. We asked the individual to return home and not to return to the address this evening and when the situation had calmed down he could see his friends tomorrow. The male was moved back multiple times by officers / prevented going near the house, and given multiple chances (using my own discretion) to remove himself from the area. The individual is 14 years old, and the last thing I wanted to do was arrest him due to his age and vulnerability / naivety. After removing himself, he was warned that if he returned to the area he would be arrested and that I had the power to do so (Code G of the Police and Criminal Evidence Act). "Code G deals with police powers to arrest any individual suspected of committing or connected with the commission of a criminal offence." (Trevelyan, L. Date Unknown).

The male returned once again, this time I had to make an informed decision and work out the powers and policies that I had to fall back on this time. Due to the way the individual was behaving, I took hold of his arm firmly and placed handcuffs onto him and informed him that he was under arrest for Breach of the Peace; this was so that we could remove him from the area and deal with him effectively; protect public decency (necessity for arrest). The male then proceeded to shout abuse at the residents of the home and threatened to hurt them, so I then informed the male on the way to the van that he was being further arrested for Section 4 Public Order Offence and reminded him that he was under caution.

"The Criminal Procedures and Investigations Act 1966 Section 22 states that... 22(1) ... a **criminal investigation** is an investigation conducted by police officers with a view to it being ascertained - (a) whether a person should be charged with an offence, or (b) whether a person charged with an offence is guilty of it. 22(2) In this Part references to **material** are to material of all kinds, and in particular include references to - (a) information, and (b) objects of all descriptions" (Police National Legal Database. 2019).

It was my role as arresting officer to work out how to deal with the youth, contact his family / carers and speaking with the custody Sargent to determine the next steps. The Custody Sargent asked whether we had thought about returning the youth home rather than arresting him; to which I explained my rationale for the arrest was due to the fact that the youth lives with foster carers and is regularly reported missing from the home environment and we could not justify returning him without imposing some sort of punishment for his actions as we were afraid that he would continue to return to the address later on in the evening and there being a strong possibility that he would inflict injury onto those in which he had threatened it. Sargent was happy with the rationale which showed good use of the National Decision Model to come to the conclusion in which we did. Due to his age and past experiences with the Police, and all offences were witnessed by Police officers and captured on Body Worn Video the Sargent decided that there would be a straight charge for the offence committed (Section 4 Public Order) and the Youth Offending Service referral programme would work best to rehabilitate the youth. My responsibilities then lied with uploading correct Body Worn Camera footage and linking it to the correct NICHE occurrence as well as putting a full detailed rationale and update on the occurrence log noting what had happened and why the action had taken place. Nothing furthermore required investigating in this incident as it was Police Witnessed and recorded.

In this particular incident we had to understand the youths' behaviour and how he was behaving to defuse the situation. "Our own attitudes and behaviours can directly affect the attitudes and behaviours of others around us ... changing our attitude will positively impact those around us and

break the cycle" (Mind Tools. 2020). Bitari's box, as referenced, explains how we can approach subjects and situations and by changing our attitudes we can subsequently receive a better outcome from scenarios which then leads to more positive results. As we approached Custody, I was in the van with the youth and was talking to him on a calm and collected level, thus trying to promote my positive attitude and calm tone onto him – this in turn allowed us to engage with him positively and therefore he was more willing to accept help when getting into custody and speaking to the Sargent. College Of Policing have enforced a 'Code of Ethics' for the principles and standards of professional behaviours. "These principles should underpin every decision and action across policing. ... Alongside the Code of Ethics, the college of policing's commitment to help make the right decisions includes enhancing the knowledge and evidence as well as developing a framework for continuous professional development" (College of Policing. 2014).

During this Public Order incident I ensured that I followed the correct standards of policing that is expected of me by doing a public service, showing respect to the youth and the victims / witnesses of the incident and being selfless by putting others needs before my own. Being transparent towards the youth stating what would happen if he did not leave the area, showing honesty and openness and following the integrity of the force by acting on my words, not just allowing the situation to transpire without interference. Knowing that every decision that I made I would take ownership and accountability for – allowing myself to make the correct decisions.

The incident in itself went well. It was resolved fairly quickly and all information gathered and presented was factual and checked. My part in this incident, however, could have been better. Discretion used to allow the individual a chance to leave the area was given too many times, and I should have arrested the youth for Breach of the Peace sooner.

Word Count: 1675 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 word count reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Confidence – my confidence when attending incidents and approaching individuals at calls isn't as strong as I would like it to be. I tend to rely on my tutor too much to ensure that I am making the correct decisions rather than trusting that she will step in if I am making the wrong one. I also do not go with my 'gut decision' enough, as I am normally right if I did so. I can stutter at calls, even when giving the correct details as I feel as though I am doing something wrong.	I have attended an extra OST session with the tutors at HQ, although they feel that this was not as beneficial for me as it appears to be more of an 'experience' issue than something that can be taught. Although I did a small test with them whilst there and showed my knowledge and competence for the job was still as spot on as when first attended 6 months prior. I am now on a 1-to-1 with my tutor to ensure that I gain maximum experience from all calls attended.	My tutor / Sargent / other colleagues. I can also gather support for this from my family and friends from positive feedback.	I hope to be confident with calls as we near the end of my 12 week tutorship. I gain experience every shift by observing and listening to my colleagues and tutors at calls / incidents – this then helps to build my confidence and I can already feel it growing as each passing shift ends.
Knowledge – I doubt my own knowledge when at calls and when filling out information that is required on the NICHE system that we use daily.	I believe that the more calls attended and paperwork complete would improve my knowledge greatly. It is all about repetition and the more that is	UWTSD – turning to my University tutors if I am unable to understand something or require more information. My tutor – again if I need something	My knowledge and understanding, I hope, to improve every day. This is a SMART target as I can dedicate an hour each evening to improve my understanding

I look to my tutor for information and guidance when I already know it as we discuss all information on the way to the call or whilst in the station completing paperwork.	completed, I believe the less help that I will require. As for calls, information regarding offences and procedures can be found in my handbooks and online. During my afternoons / evenings I am prepared to dedicate an hour of my time to read through and understand.	explained or requires an explanation. I can also turn to my colleagues, as many have already offered help or an explanation whilst at an incident / back at the station.	regarding procedures and reading over offences / powers that can be used at incidents. Learning is something that happens every day, and I will never know everything... but knowing when to turn and ask for help is something that I require to understand.
Decision Making – At incidents, I have been known to freeze, or even look to my tutor for help and guidance when being asked questions. I also do not make decisions quickly enough and can allow situations to drag on further than they need too, or allow individuals too many chances so that I do not have to make a decision regarding arresting / using powers and policies.	Again, I believe this is something that I will come with experience and developing my knowledge and understanding. I believe all of my current developmental problems stem from my confidence at calls, as my confidence then makes decision making difficult without relying on colleagues / my tutor for guidance. Attending more calls and working on my knowledge and understanding.	Textbooks and workbooks. Speaking to my tutor / colleagues. Allowing feedback and constructive criticism. Attending calls and believing in the knowledge that I have.	This is something I aim to be confident with before the end of my 12 week tutorship. I believe this is an achievable target as I am attending more and more calls each week and have now gone down to a 1-2-1 with my tutor constable.

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.

BUPA. 2017. Coping with stress: how to build resilience. [ONLINE] Available at: <https://www.bupa.co.uk/newsroom/ourviews/coping-with-stress-resilience>. [Accessed 30 September 2020].

Citizens Advice. 2020. The Human Rights Act 1998. [ONLINE] Available at: <https://www.citizensadvice.org.uk/law-and-courts/civil-rights/human-rights/the-human-rights-act-1998/>. [Accessed 1 November 2020].

College of Policing. 2013 (Modified 2020). Investigative Interviewing. [ONLINE] Available at: <https://www.app.college.police.uk/app-content/investigations/investigative-interviewing/#peace-framework>. [Accessed 30 September 2020].

Compact Law. 2020. Human Rights - Criminal Law. [ONLINE] Available at: <https://recruitment-dcp-dp.org/code-of-ethics/#:~:text=%20They%20are%3A%20%201%20Honesty%20and%20Integrity,10%20Challenging%20and%20reporting%20improper%20behaviour%20More%20>. [Accessed 1 November 2020].

Devon and Cornwall Police. 2020. Code of Ethics. [ONLINE] Available at: <https://recruitment-dcp-dp.org/code-of-ethics/#:~:text=%20They%20are%3A%20%201%20Honesty%20and%20Integrity,10%20Challenging%20and%20reporting%20improper%20behaviour%20More%20>. [Accessed 3 November 2020].

Gov.UK. 2013 (modified 2020). Police and Criminal Evidence Act 1984. [ONLINE] Available at: <https://www.gov.uk/guidance/police-and-criminal-evidence-act-1984-pace-codes-of-practice>. [Accessed 30 September 2020].

Health Food Guide. 2006. Eating to reduce your stress. [ONLINE] Available at: <https://www.healthyfood.com/advice/eating-to-reduce-your-stress/>. [Accessed 30 September 2020].

Health Line. 2016. Exercise as Stress Relief. [ONLINE] Available at: <https://www.healthline.com/health/heart-disease/exercise-stress-relief#Mindful-Moves:-Yoga-for-Anxiety>. [Accessed 30 September 2020].

In Brief - Helping with lifes legal issues. UNKNOWN. PACE: Police and Criminal Evidence Act 1984. [ONLINE] Available at: <https://www.inbrief.co.uk/police/pace/#:~:text=Code%20G.%20Code%20G%20deals%20with%20police%20powers,should%20only%20be%20exercised%20when%20absolutely%20necessary%20or%20C>. [Accessed 30 September 2020].

Legislation.Gov.UK. 2020. Data Protection Act 2018. [ONLINE] Available at: <https://www.legislation.gov.uk/ukpga/2018/12/section/1/enacted>. [Accessed 30 September 2020].

Mind Tools. 2020. Betari Box - Linking Attitude and Behaviours. [ONLINE] Available at: https://www.mindtools.com/pages/article/newCS_82.htm. [Accessed 8 November 2020].

Mulder, P. (2018). *Gibbs Reflective Cycle by Graham Gibbs*. Retrieved [insert date] from toolshero: <https://www.toolshero.com/management/gibbs-reflective-cycle-graham-gibbs/>. [Accessed 6th November 2020].

NationalDecisionModel. 2018. National Decision Model. [ONLINE] Available at: <https://www.nationaldecisionmodel.co.uk/#:~:text=The%20National%20Decision%20Model%20The%20>

[20National%20Decision%20Model,as%20a%20replacement%20for%20the%20Conflict%20Managem ent%20Model.](#) [Accessed 8 November 2020].

PNLD - Police National Legal Databse. 2020. Criminal Justice Act 1988. [ONLINE] Available at: <https://www.pnld.co.uk/docportal/content/S15.htm>. [Accessed 30 September 2020].

PNLD. 2019. Criminal Procedure and Investigation Act 1966. [ONLINE] Available at: <https://www.pnld.co.uk/docportal/content/D3813.htm>. [Accessed 3 November 2020].

Policing Law. 2020. Law on police use of force in the United Kingdom. [ONLINE] Available at: <https://www.policinglaw.info/country/united-kingdom#:~:text=Police%20Use%20of%20Force%20At%20the%20end%20of,spread%20across%20statutory%20instruments%20and%20the%20common%20law.> [Accessed 1 November 2020].

UK Police Law Blog. 2014. Can i come in? The perils of summary entry to a home. [ONLINE] Available at: <https://www.ukpolicelawblog.com/index.php/9-blog/85-can-i-come-in-the-perils-of-summary-entry-to-a-home#:~:text=Section%2017%20PACE%20Entries%20onto%20private%20property%20are,person%20for%20an%20indictable%20offence%3A%20section%2017%20%28b%29%3B.> [Accessed 30 September 2020].

CONFIDENTIALITY and PLAGIARISM – Will be confirmed through TurnItIn.

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 word count.

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

Signed: Alice Johnson (A Johnson) (Learner - Electronic signature or type name)

Date: 09/11/2020