

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.

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.

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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 of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them despite you being able to upload them.*

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Task 5	Development Plan	500
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	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.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

During the initial 6 months of learning and becoming a new Police Constable, it is evident that I have had to adapt, mature, develop to cope, minimise stress and gain resilience.

On reflection, I can outline the coping strategies I have applied to enhance my performance, improve confidence, and improve my professional development. Since starting a new job, I have had exposure to; new responsibilities, meeting new people, having to be physically fit and have emotional strength. Dealing with exams and practical scenarios have been very daunting and challenging at times due to continuous pressures, however I feel I am coping well. Coping is a response to psychological stress, which attempts to maintain mental health and wellbeing. Coping strategies help to adjust to changes in life through thoughts and behaviours (Butler and Hasson, 2020). Setting goals and reaching targets enables me to feel reassured with every achievement I accomplished and has paved the way towards my successes so far. The National Health service state that 'Stress is experienced by most people, especially when dealing with new situations, it is a reaction to feeling threatened (NHS, 2021). For example, a new role, new job, new experiences, and expectations. However, managing the stress is what is important' (NHS, 2021). The World Health Organisation 2023 agrees with the statement by the NHS by describing that stress as 'a state of worry or mental tension caused by a difficult situation. A natural response experienced by everyone.' Similarly, the Oxford English Dictionary explain that stress is 'a state of mental or emotional strain or tension resulting from adverse or demanding circumstances.' (Oxford English Dictionary, 2023). Emotional symptoms of stress can be shown through; anger, fear, anxiety and feeling overwhelmed. (Sylvia et al., 2023) agrees with this by stating that when a person experiences a stressful time, people feel a range of emotions from anger to sadness. There are many physical signs of stress, some of which are stomach pains, spots/ rashes, feeling sick/faint, hair loss, lack of sleep, weight loss and lack of appetite or overeating (Mind, 2022).

During these past 6 months I have experienced several symptoms of stress, varying from emotional to physical. To minimise stress and develop resilience I have turned to the various coping strategies. For social support I would often confide in my teachers, tutor, or peers in my workplace. I would discuss my experiences and worries and collectively we would create solutions and discover which coping strategies are most beneficial for each experience. Using a self-soothing strategy such as listening to music helps me escape from stress when I can feel myself becoming overwhelmed. When using the problem-solving technique, I would often locate a source and find solutions to my problems which would alleviate my stress.

Distraction and relaxation methods that I find valuable are music, breathing techniques, exercising and part-taking in enjoyable activities. Being physically fit is an important part of my role as a police constable, I would often enjoy going to the gym, walking my dog along the beach, and staying active as I know it releases chemicals in the brain which help with stress. Some of these chemicals are endorphins, adrenaline, serotonin, and dopamine (Lovato, 2020). These chemicals have various uses, giving you a happy feeling, helping increase blood and energy levels and continuing to make you feel good and motivated after the exercising (Lovato, 2020). Seeking support helped by externalising my venting techniques as an outward expression of emotions to friends and family by asking for help and advice. Eating healthy food ensured I had a good healthy diet that would sustain energy whilst doing day to day activities and continue a day in work. It is important to have a good daily routine to follow (UCLA, 2023). Establishing a work-life balance has been key to being happy, positive, and well balanced (Cherry, 2018).

I would try to achieve 8 hours of sleep each night so that I am well rested and in a good state of mind to start the day. It has been stated by Healthline, (2012) that when in stressful situations people turned to bad habits such as smoking and drinking alcohol to help escape the feelings associated with stress. I have avoided this, as it can lead to further problems and enhance stress. Walker, (2017) supports that having the recommended 8 hours of sleep helps significantly with stress and can reduce anxiety as a common symptom. Being able to acknowledge stressful situations I was able to put these coping strategies in place. Putting everything into perspective and learning from mistakes, for example, exam revision tactics or preparing for practical scenarios. Sharing coping methods with fellow students was positive knowing I was not alone with my insecurities. Helping each other was a great form of support and teamwork. The NHS (2021) have created a 5-step method to mental well-being as recommended by the NHS. I used this method to deal with my own stress needs. I carried out physical activities like going to the gym, walking and swimming. I learnt new skills, cooking, IT which boosted my self-esteem and confidence. I gave to others, helped to look after my grandmother along with my nieces and nephews. I volunteered to help whenever I could, I also became more aware of mindfulness and meditation. By establishing these mindsets, I was able to build up my resilience. 'Resilience is the ability to bounce back when things don't go as planned' (Mind Tools Content Team, 2023). I achieved this by finding confidence in my strengths and abilities, using good communication and staying in control, and staying focused on the positive's things in my life (Leicestershire Partnership, n.d.). Whilst in the middle of my 6-month training a sudden, unexpected family bereavement caused significant personal upset and distress however eventually through using coping strategies, I managed to continue with my studies despite the feeling of grief and sadness. 'Learning about the grieving process can help understand what you're going through' (Cruse, 2022).

To conclude, within this task I have spoken about different strategies I have used, and various effects stress has had on me in my role. Having to experience stressful situations has had a positive outcome in developing my resilience by using coping strategies, to overcome fears and challenges. I have done this by adapting, being flexible and adjusting my emotions and behaviour (Mental Health Foundation, 2022). Minimising stress has been important to enable me to take control, reduce pressure and move forward with my training. Establishing a work-life balance has been key to being happy, positive, and well balanced (Cherry, 2018).

(Words- 1096)

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:

There are many theorists that discuss communication skills, conflict management, valuing difference, and inclusion.

The Betari's Box theory is based on communication and how it can help in various situations. Nurnisya, Saad and Md Noor, (2022) explains how your own attitude and behaviours can affect other people's attitudes and behaviours around you. Beadle and Murphy, (2013) has confirmed how, shouting and becoming aggravated, could cause the person you're speaking to, to also become aggravated and match your energy whilst talking.

Godnick, (2021) states how, The Drama Triangle theory was created by Karpman, it is a repetitive cycle, where each role runs into the next. The theory explains it as, a victim will seek help from a rescuer who will try to save them which leads the perpetrator to retaliate. It shows how we sometimes as humans will take on unhelpful roles without realising which can lead into a cycle of conflict and tension within a relationship.

Betari's Box shows communication is a very important part of policing, it helps people express feelings, get points across and it can help with heated or difficult circumstances Nurnisya, Saad and Md Noor, (2022). The Drama Triangle theory is relevant to this because in moments of conflict communication is paramount to resolve these situations and come to an

understanding. This ties in with the Betari's Box as it states the importance of effective communication and how people's attitudes and behaviours can be reflected off each other.

This task refers to an incident of an assault at a supported living complex, following a 999 call by the staff, it was classed as a grade 1 call (Greater Manchester Police, n.d.). A 40-year-old subject has a diagnosis a personality disorder and learning disabilities. However, we were aware that this lady was prone to aggressive outbursts. It was clear this situation needed effective communication skills, negotiation skills and conflict management. Due to the subject having a learning disability, my communication needed to be clear and concise so that she understood everything that was said. I also communicated by doing hand gestures and having positive body language and looking relaxed in front of her so she would become relaxed. I asked simple questions, but I required them to be open and closed, Corteen et al., (2023) as these were easier for her to understand and simpler to answer. Abdulghafor et al., (2022) states that positive body language is a good technique used to speak with subjects that suffer with various disabilities and mental health illnesses, it can help them feel understood and feel comfortable. Conflict management was involved in my decision making during this complex case as she is known to have unpredictable behaviour. I was aware that the female had come from a difficult, violent, and abusive background where physical outbursts were a way of reacting to problems or disagreements. This also meant that this female could get easily triggered, she could easily feel threatened and not safe College of Policing, (2020). I was reassured by staff that the female has full capacity, good understanding of her actions and unfortunately had carried out violent assaults before.

On this occasion the victim was member of staff, she was punched in the head repeatedly, due to a simple misunderstanding and wanted to make a formal complaint of assault. Under supervision of my police tutor, I cautioned and arrested the subject, placing her in handcuffs due to her unpredictable and aggressive nature. Section 117 PACE 194 states 'when an arrest is made, force may be used' (Blue Light Group, n.d.). I agree with this as I used this when arresting my subject. The Criminal Law Act 1967 states that officers may use reasonable force in the circumstances to prevent crime. The Human Rights Act 1998 states that force must be proportional, legal, and necessary. In my case, the force was very much necessary as the subject was being arrested and needed to be detained. Section 32 post arrest search was conducted, these searches are important as it allows officers to ensure the subject has nothing on them that they can harm themselves with, or anyone else. She was then taken to the police van. The subject admitted to the assault and stated that the victim deserved it, the subject seemed like she was still very angry and upset Police and Criminal Evidence Act 1984 PART III, (2023). The assault had been witnessed by various vulnerable members of the facility and by staff. It was important to acknowledge that the subject was in the wrong kind of accommodation due to the risk she poses on herself, and others and the relevant professionals were made aware of re-housing to a more appropriate placement. It was not her first time being arrested and she was familiar with the process once in custody. The communication skills involved throughout needed to be both verbal and nonverbal, with this I spoke slowly and clearly so the female was able to understand me but I also communicated by doing hand gestures and having positive body language and looking relaxed in front of her so she would become relaxed. I asked simple questions, but I required them to be open and closed, as these were easier for her to understand and simpler to answer. This is a good technique used to speak with subjects that suffer with various disabilities and mental health illnesses, it can help them feel understood along with making sure they understand you and feel comfortable. Due to the nature of the assault, a quiet and calm approach was used

making sure that the subject was aware of why I was there and the severity of the issue. I made sure to do this without escalating her aggression.

The situation had already started to diffuse as the subject had been initially taken away from the situation. However, the subject was still agitated, shouting, and swearing and adamant that the victim deserved to be punched.

Batari's box Nurnisya, Saad and Md Noor, (2022) theory helped me with my management of this situation because when voices were raised the female became more hostile and aggressive as if she felt like she needed to be ready to defend herself. Whereas, when everyone was calm and collective, she felt more at ease, she was talking in a regular tone and was being very polite. We needed to ensure she stayed calm because she was then compliant with the officers which was easier for everyone, we also wanted to make sure she felt respected and safe in our care.

Once eventually secured and in the police van, I gave the subject the opportunity to express herself and calm down. I wanted to listen to her and show positive awareness of the situation. I was able to negotiate some compliance and deescalated her anger by chatting about other things. I was trying to build a rapport, the College of Policing (2020) states that it is important to build a rapport because it's a 'way to improve the accuracy and amount of information elicited from victims and witnesses.' I tried to be clear and respectful, I was not overpowering or authoritative with the subject. I ensured I came across as professional, fair and in a way that would help me maintain a good level of understanding.

I utilised all relevant human rights during my arrest to ensure I was fair and respectful to the subject and carrying out my duty as an officer to protect all Clements and Read, (2003). It was important to understand that lack of understanding and communication skills in this situation could cause conflict.

Recognising the Drama Triangle in this situation and cautiously avoiding the destructive, interaction was a useful tool in this case to stray away from its potential to escalate Stephan Karpman, (1960).

This case was my first arrest under supervision whilst on tutorship, on an assault charge. I had to draw on my knowledge of the code of ethics, policing principles, and standards of professional behaviour, especially when it comes to respect, accountability, fairness, acknowledging equality and diversity, use of force and other responsibilities, as well as conduct Macvean, Spindler and Solf, (2013).

Using Gibbs Reflective Cycle (1988), gave me a structure when reflecting on this experience, this gave me the opportunity to learn and plan for future situations University of Edinburgh (2018). I initially looked back at the circumstances and what had happened, I considered the role of others and the outcome and took note of my involvement. It was an important learning experience and as it was my first arrest; I was nervous and worried about the situation. Knowing the assault was wrong but also that the subject could be expressing frustration and anger with violence due to her past. I felt I was fair and respectful and was able to eventually gain a rapport with the female by showing her I was listening which de-escalated the situation. In my evaluation I felt I made a positive contribution; I followed my policing principles and code of ethics with professional behaviour and positive decision-making College of Policing, (2014). In future I will have learned from this experience my action plan would be to continue to improve my communication skills, build on my experience to gain more confidence, continue to reflect, be honest and objective with a knowledge of caring principles and always considering sensitive issues, examining if I could have done more, or anything differently regarding diversity and human rights.

To conclude, within this work I have dissected and described how I dealt with a policing incident which involved conflict along with considering my effective communication, valuing differences and inclusion and managing conflict.

(Words- 1605)

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:

There are many policing incidents that include the criminal justice system along with valuing difference and inclusion. An incident which involves these points and happen often would be a domestic abuse incident.

The Domestic Abuse Act, (2021) states that an incident that is seen as domestic abuse must have the following characteristics (gov, 2021). Both parties need to be over the age of 16 and personally connected to each other, the behaviour taking place is abusive (gov, 2021). The abusive behaviour can differ from sexual abuse, physical abuse, emotional or physiological abuse or controlling and coercive behaviour (gov, 2021). The abusive behaviours can happen once or be recurring for the incident to be classes as a domestic abuse incident (gov, 2021). This policing incident began as a 999 call, with a female crying for help due to an alleged assault by her partner within the house, the force used was unknown. This call was a domestic abuse call a grade 1 call. Domestic abuse can be an incident or pattern of incidents where there is control, coercive behaviour, threats, violent behaviour which can also involve sexual violence (Legislation.gov.uk, 2021). Usually, domestic abuse happens between partners or ex partners but can just involve family members or carers (Women's Aid, 2022). On arrival I turned on my issued body worn video, according to Johannes Knutsson and Tompson (2019) it is known as best evidence and helps with prosecution if this matter ever went to court. It is also crucial to help support a case if the victim or witness if not willing to attend court or give evidence, it can often take a lot of pressure off the victims or witnesses if they know they do not have to go to court and their evidence can still be shown. A

dishevelled male answered the door of the property, he appeared to be shocked to see the police presence. The male smelled strongly of alcohol and had slurred speech; officers were assuming the male was intoxicated. Alcohol excess can play a big part in violent domestic situations, The World Health Organisation (2023) states 'roughly 55% of domestic abuse perpetrators were drinking alcohol prior to assault'. In recent domestic abuse calls I have attended; this statement appears to be very relevant and true (gov, 2021). A lot of people can become violent when intoxicated, I have seen many different scenarios where this happens, it is not just domestic calls. 'Out of all crimes recorded by police in England and Wales in 2022, 17.1% of those crimes were domestic abuse crimes'. The percentages are rising each year, in 2020 the percentage of domestic abuse calls was 15.1% (Office For National Statistics (2022).

The male was very aggravated and unpredictable, he was shouting in my face and threatening to become violent. In which case I warned him that under section 117 of PACE for an officer to use reasonable force when necessary. If he was to become violent with me, I would be allowed to use reasonable force against him to protect myself and anyone else within the house. The male then took my warning as a challenge and attempted to hit me; this is when I used reasonable force to prevent his fists hitting me. My colleague came in and held him whilst I used my handcuffs, to detain him. The female was shouting from an upstairs bedroom, my colleague stayed with the alleged abuser while I went up to the female. The female was not fluent in English, she was distressed and shaking. She expressed the wish to leave the property and was packing bags and cases. As officers we offer a card with details of how to get in touch with Women's Aid. Women's Aid is an organisation for women only, it is a safe place, it is for victims and survivors of domestic abuse, with or without children (Women's Aid, 2022). Women's Aid (2022) states that 'In 2017 it showed that, 46% of women are killed by their current or former partners, this number then rose to 54.2% in 2022. 87% of these women are killed within the first year of separation from partners' (Women's Aid, 2022). My responsibility at this point was to protect the female and support her wishes to leave a difficult, frightening situation, she was unable to fully explain what had happened she did not have any obvious signs of physical injury and was reluctant to talk at this point. The female had made plans to leave to stay with a friend, which her partner had prevented her from doing so before officers arrived.

We escorted the female from the property and transferred her to a safe environment where we were able to gather relevant information and investigate her complaint. I took an evidential statement from her where she disclosed what had happened throughout the evening. This is important because this is a part of the evidence for the call, the female said that she was not willing to attend court if it went that far because she would not feel comfortable. This can be common especially with female victims. A PPN was filled in as this was a domestic violence call. A PPN is a Public Protection Notice form which is made up of 29 questions known as the DASH Checklist, a PPN was filled in as this was a domestic violence call. As the college of policing states, a DASH checklist identifies risks, it keeps victims safe, and abusers identified and managed (College of Policing, 2015). After a PPN is submitted officers will refer the victim to other relevant and involved multi-agencies like mental health professionals, support groups and social services. A victim referral form was also offered to the female; however, she did decline it. A Victim Referral Form is where there are external agencies that can offer advice or counselling, that is appropriate to the offence that the victim has been a part of.

The Government have put in place 'The code of practice for victims of crime', this is used in England and Wales. There is a victim code, it is put in place for there to be standards of what help and support victims are provided (Ministry of Justice, 2005).

There are 12 victim rights, a part of the code of practice. During this call, I used the following victim rights: 1,2,3,4 and 7. Not all rights are relevant in all cases, some cases do not go to court, properties are not always damaged, so therefore not all rights are used. Victims of crime should be given respect, be treated professionally and services should always be empathetic. There should be no discrimination.

During my time with the victim, I needed to communicate clearly and confirm the victim understood what was happening and giving her an opportunity to talk and express herself. This was my responsibility as an officer, I used my code of ethics whilst dealing with the victim as this helps make sure I act professionally and responsibly throughout (gov, 2021). A positive experience is essential, not all cases of domestic abuse are reported and often those that are do not progress due to fear, dependency, insecurity, housing finances and even the hope of things getting better (gov, 2021). It was clear that the victim was not going to take the complaint any further, I remained non-judgemental, she described her partner as a good boyfriend when he is sober and explained they had been through a lot. Officers did offer various agencies that help with situations like this, such as, mental health specialists, female support groups, therapists. However, the victim declined and said she was fine staying with a friend and did not want to take it any further.

On reflection, I was disappointed that she chose not to continue with the complaint as I was concerned for her, however she had been given good advice and information. I believe with a positive experience with the police she would not hesitate to either call again or look for help and support of a professional service if needed. Whilst following the competency values framework I was able to demonstrate impartiality, integrity, transparency, and public service. Throughout the case I was consistent, fair, and ensured my personal feelings did not get in the way. I constantly explained to the victim what was going on and updated her. I showed my integrity by utilising my code of ethics throughout (Macvean, Spindler and Solf, 2013). I was professional when dealing with the victim and the abuser. I was understanding to her choice when not wanting to move forward with the complaint. With this I was transparent, I informed the victim of what to expect throughout the process. I was honest and open with advice on what she should do but also confirmed that it was her choice how she wanted to deal with what happened (Macvean, Spindler and Solf, 2013). Having a job where public service and safety is most important, I always have the best interest of the person at heart and work hard for my victims to have the best outcomes. With this I engage and listen to their choices and make sure they always feel respected. I made sure I carried out all these values with the victim of my case and I am happy that she felt she was looked after and respected throughout everything. She expressed her gratitude for the support she received, this is how I measure how I did everything and felt that I did a great job.

Throughout this incident I maintained a professional manner. I felt confident I was giving the correct information and advice; I was empathetic and got the impression that the victim trusted me. She was able to make an informed choice which was respected. I have learned from this experience, and it has given me confidence to approach the next case with belief in myself to help.

(Words- 1655)

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:

Incidents that police come across will often require decision making and discretion, a conducted investigation and use of the criminal justice system when it comes to managing offenders.

This incident was a grade 4 non-emergency 999 call which escalated quickly, officers went to take a statement off a female about a report she had made of her ex-partner stalking and harassing her. Whilst the officer was talking the female's statement at her address the ex-partner turned up at the address and proved himself unwelcome. Additional units were called, and an arrest was made. As it was a spontaneous arrest it required my use of the National Decision-Making Model, which is a model made up of 6 key elements, to protect the victim and act on the information I had been told (Roycroft and Roach, 2019). By keeping the code of ethics central I was able to build and focus on my thoughts and actions whilst adhering to all the principles and behaviour standards. Whilst dealing with this incident I used my integrity, kept confidentiality, and ensured my behaviour was professional as this is the core of my code of ethics within my role. I gathered information about previous incidents with the ex-partner of the victim and read the report the victim had submitted. I gathered all my intelligence before arriving at the address, so I was aware of any warning markers. When gathering all my information and intelligence I assessed the threats and risks of both parties and developed a strategy I was going to use whilst at this call which was to remain calm, speak to both parties and come up with a solution (Macvean, Spindler and Solf, 2013).

I considered the powers and policies within the situation, what I should and shouldn't do, what rules to follow and how to move forward (Macvean, Spindler and Solf, 2013). I

identified my options and contingencies, this did not have to end in an arrest, this could have been a situation where restorative justice could be used, the parties could be separated, or if someone needs to be arrested because of the severity of the risk. I then took my action of arresting the subject, after this I reviewed what actions I took and if I could have changed anything I did. Whilst I had gathered information it was clear the subject was a risk to the victim, therefore I risk assessed what situation I would be arriving to. When I arrived, the subject was approachable and calm, he was communicative and compliant. I considered my options, assessed the amount of threat, time, resources and proceeded to arrest the subject. Throughout the whole process I thought about my discretion and how I could use it however, I chose not to use my discretion because of the severity of the incident. The subject already had warning markers and on reflection of the report made about him it was clear that he needed to be away from the victim for her to be safe. As my discretion was not used, I arrested the subject and took him to custody. Discretion is 'the freedom to decide what should be done in a particular situation', I believe this is a very important part in my role as a response officer. I agree everyone deserves a fair chance and to be reconsidered before any actions are taken. Although, some situations discretion is not able to be used if it is serious enough because there will need to be consequences like arrest.

On reflection of this incident using Driscoll's model of reflection (1994, 2000 and 2007), I was able to rationalise my actions. It is a simple model but good in circumstances where you must think and act quickly (Taylor, 2023). The Criminal Procedure and Investigations Act 1996 is a legislation where standards and procedures are set for investigators of crime (Taylor, 2001). The Criminal Procedure and Investigations Act 1996 (CPIA) was introduced to ensure there was a provision about criminal procedure and criminal investigations (Taylor, 2001). As it says in a statement from the college of policing, my responsibility as a response police officer is to 'identify and follow rational lines of enquiry to gather available material and where a subject is identified it is my job to investigate towards and away from the subject' (College of Policing, 2013). I agree with this statement as I carry out these actions daily within my work as a response officer. As a response officer I also have responsibilities managing the arrests I make or take part in, as does every other police officer. Rules state that under the CPIA I need to make sure our subjects are treated fairly, if the subject replies to the caution I need to make sure I note down what they reply and pass it on to the custody sergeant. A subject still has rights and I ensure when the subject is in custody, they are read their rights and it is followed through, there is a 24-hour custody clock where an individual is allowed to leave if they are not charged within those 24 hours. I carried out all these actions within my arrest. I did not interview my subject, however if I did my responsibility under the CPIA would be to ask the subject whether they would like a solicitor, if so, I would provide one for them unless they had their own. They would have a right of breaks and refreshments whilst being interviewed. They would be cautioned at the start of their interview which explains to them that they do not need to answer any of my questions if they do not want to, which explains their right to silence.

There are 4 policing values that are used to maintain fairness and professionalism within our work (College of Policing, 2017). The values are fairness, I used this during this incident by giving both parties involved a chance to speak and give their side to the report (College of Policing, 2017). This is important because I have a duty to ensure everyone involved is safe however, I need to make sure I do not pick sides and I give everyone a chance to be spoken to and treated with fairness.

Honesty is another important value; this was used by being honest in letting both parties know what was going to happen next. The victim was informed the subject was going to be arrested because of the report against him. The subject was told he was going to be arrested because of the crimes he had committed by intensely stalking and harassing the victim to the point of her not feeling safe. The third policing value is integrity where it is important to do the right thing, like fairness as in this incident I spoke to both persons and did the right thing by using my national decision-making model to come up with a conclusion of what is going to happen (College of Policing, 2014). This is when I arrested the subject and ensured when he arrived at custody everything was carried out correctly. Lastly, I used my leadership value, I attended the call with my colleague. When we arrived at the address, I took charge of the situation, used my leadership skills along with all my knowledge about the report and ended with what I believe to be the correct decision (College of Policing, 2014). I used all the values and my code of ethics; this helped me with staying fair and not being biased. Biased is described in the Oxford Language Dictionary as being 'unfairly prejudiced for or against someone or something'. Statistics show that 1 in 6 females will experience stalking in their lifetime and 1 in 17 males will experience stalking in their lifetime (Safe Horizon, n.d.). '60.8% of female stalking victims and 43.5% of male stalking victim will be stalked by their current or ex partners' (Safe Horizon, n.d.). Stalking and harassment is now seen as a form of domestic abuse within the criminal justice system, according to The Crown Prosecution Service (CPS, 2020).

If I were biased, I could have assumed in this situation the victim was a female and the suspect was a male, however the statistics show that males are also victims of stalking. I am aware the number of females stalked and harassed is larger than males being stalked and harassed. But it still shows that males are victims of these crimes, just as females are. During my investigation into this incident I was not biased, it was important for me to use my code of ethics and policing values, so my final decision is fair. When deciding to arrest the male subject for the crime of stalking and harassment I was sure I had done all the work to ensure I was not prejudiced against the male and to make sure he felt he was listened to and respected. When speaking to both parties I took into consideration how people lie to the police, Office for National Statistics, (2022) explains that both men and women can be guilty of this, some individuals will lie to the police for many reasons. Some people want revenge against a person, some like the attention of being a victim and in some cases an incident may have occurred, but people will make it out to be a lot worse than what it is to punish the other person/s. Davis, (2015) agrees with this as he wrote a book on false accusations of rape, which explains that people do often lie about crime.

To conclude, this incident required me to use my decision-making skills and knowledge. It was essential to gather evidence and continue with my responsibilities regarding the CPIA 1996. I demonstrated my policing values and on reflection I have learned from this experience.

(Words-1639)

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
When writing my statements.	I will achieve this by writing more statements to get my practice in. I will take statements from different individuals from different types of crimes. Offenders, victims, witnesses.	My tutor can help with supporting as, as well as my team and my sergeant.	6-8 weeks, however as time goes on, I will become more experienced as a police constable and my statements will become better each one I do.
Knowing what paperwork to do for each incident I attend.	I will watch more carefully when my tutor and colleagues come back from incidents to see what they've done. I will also make sure to ask for help from my team, when I am confused or stuck when writing up my paperwork.	My tutor can help with supporting as, as well as my team and my sergeant.	3-6 weeks, I believe I will get better at this with time and experience. I will learn to link certain paperwork and forms to the correct incidents.
Becoming more confident in my role.	I believe this will come with time. I have been watching how my tutor and colleagues handle certain situations so I can take notes. I have a great attitude towards my	My tutor can help with supporting as, as well as my team and my sergeant.	4-8 weeks. I will become more confident with time, and I think I will be fine by the time I am off my tutorship which is in 4 weeks. However, I may need some more

	work, but I admit I need to be more confident.		time after it to become fully confident in certain calls.
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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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: EVE ALEXANDRA EVANS

Date: 27/11/2023