

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

This reflective essay will focus on my last 6 months of training as a police constable, where I will discuss and compare the various coping strategies that helped me develop my resilience and minimise my stress levels. I will also look to discuss and compare those particular strategies that helped me develop resilience and build confidence within myself during my entire 6-month training phase.

Training initially caused me a great deal of stress for many different reasons. Stress can be defined as the “degree to which you feel overwhelmed or unable to cope as a result of pressures that are unmanageable” (Mental health Foundation, 2018, Para.1). The heavy, intense workload, change of job role and not knowing anyone are some of the stresses, that when accumulated caused me a great deal of stress. “Law enforcement officers commonly work extended hours in ever-changing environments that can cause great mental and physical stress.” (National Institute of Justice, 2012, Para. 1).

Stress Management (2019) states that “prolonged and negative stress can have significant short term and long term effects on our mental health, physical health and behaviour. In turn, this can then affect a person’s work performance, home and social life and ultimately their personal relationships and own self-worth and motivation” (D.A.S.T. Para. 1). Similarly and surprisingly, National Institute of Justice (2012) highlight that, “for law enforcement officers, stress can increase fatigue to the point that decision-making is impaired and officers cannot properly protect themselves or citizens” (Para. 8). However, research has also shown that if managed correctly, exposure to some manageable stress can have a positive effect on a person. “When we encounter stress, our body is stimulated to produce stress hormones that trigger a ‘flight or fight’ response and activate our immune system. This response helps us to respond quickly to dangerous situations” (Mental health Foundation, 2018, Para.3). Furthermore, Mental health Foundation, 2018 state that this reaction can be a beneficial reaction as the resulting feeling of ‘pressure’ can help us to push through situations and challenges. This is also supported in Greenberg (2019) where it states that, “Dienstbier’s 1989 theory of mental toughness suggests that experiencing some manageable stressors, with recovery in between, can make us more mentally and physically tough and less reactive to future stress” (Para.4).

Mental Health Foundation (2019) suggest that a really important step in tackling stress is to realise when it’s a problem for you and to make a connection between the physical and emotional signs you are experiencing and the pressures you are faced with. I quickly realised that I was becoming stressed and worn out due to the intense workload that I simply wasn’t used to. I would struggle during the training days to complete all of my notes and most nights found myself working at home up until about 21:00pm to ensure I would not be behind for the following day. I remember feeling ‘out of my depth’ on times as it felt I was always just about keeping my head above the water. I also had the stress of making new friendships with a group of complete strangers and the constant worry of pleasing and impressing the trainers and passing tests and exams.

I knew that working such long hours each day and feeling the way I was, simply wasn't sustainable and it was only a few weeks into training when I could already feel the stress taking its toll on me both emotionally and physically. I began doubting my own ability, my thought processes were becoming negative and my motivation levels were decreasing. I felt run down, lethargic and had little drive. I knew that unless I addressed these issues quickly and formulated a plan, then it would quickly lead to the stress levels becoming unmanageable.

"Emotional resilience is partially inborn, but it can be learned and developed" (Scott, MS, 2019, Para.1). I knew that I had to work on developing my resilience as it would benefit me later on in dealing with and managing the ongoing stress I was feeling. As mentioned above, the high, intense workload was stressful and that element of the course was not going to change, therefore becoming more resilient would enable me to manage the stress much better and prevent it from effecting both my mental and physical health in a negative way for the remainder of the course.

My work-life balance was clearly an issue for me early on into my training and this was one of the first areas I addressed. Had I have continued to work late most nights, I would of ended up burning myself out and becoming exhausted. Research has found that, "when we are stressed and over-worked, we run the risk of jeopardising more than just our social lives – our physical and mental health is in danger too" (Wedgwood, 2019. Para. 4). Critically, Wedgwood (2019) highlights how a healthy work-life balance is not only important for health and relationships, but also for performance and productivity. During training, I had to organise and plan my day accordingly. I introduced a working timetable whereby I would take regular breaks and not work late in to the night. According to Hughes and Kirkman (2019), "A study by Korpela et al (2016) found that taking lunchtime breaks and detaching from work, increases levels of energy at work and decreases exhaustion" (The Wellbeing Thesis, 2019. Para. 3). This really helped me as I felt re-energised after each break and I therefore maintained good levels of concentration throughout. This enabled me to produce good quality work whilst keeping up with the workload at the same time. This is supported in Hughes and Kirkman (2019), stating that the research conducted by Kim, Park and Niu (2017) found that it is important to take mini-breaks throughout the working day as mini-breaks help to support your wellbeing and increase productivity (The Wellbeing Thesis, 2019. Para. 7). I would then utilise my spare time in the evening by spending quality time with my partner and socialising online with my friends. Having time to myself gave me a sense of achievement and a 'feel good' factor that it was actually possible to complete my workload and still have time for myself to do what I enjoy each evening.

I was lucky to have a good support network around me, a loving partner, good friends and a supportive family. I utilised these during training by having regular chats over the phone. Whenever I felt stressed, I would either take some time out or speak about it with either my partner, close friend or family member. This gave me the opportunity to offload and provided me with the opportunity of getting some reassurance and advice from others who may have had a different view. Cohen and Wills (1985) supports this by saying that, "although the particular effects of social support may vary across studies, it appears that social support is generally helpful in reducing job-related stress" (Para.6). Although social support is effective, Beehr (1985) suggests that a much better source of provider of social support comes from the workplace, as colleagues and trainers can understand the context and the source of the stress. Speaking with colleagues and trainers was a huge help for me as it gave me confidence to succeed. We worked as part of a team to overcome problems and deal with stresses.

Another strategy I adopted was exercising each day. Due to the Coronavirus pandemic, I was unable to use my local gym, therefore each evening I would go on a walk with my partner and my dog. According to NHS (2008), "20 minutes a week of any physical activity, such as cleaning or gardening, can have an impact on psychological distress". The article also suggests that "exercise reduces anxiety and stress levels by more than 40%" (Para. 1). Furthermore, ADDA (2000) support this by stating that, "exercise reduces fatigue,

improves alertness and concentration and enhances overall cognitive function” (Para. 2). So, although I went out on daily walks lasting longer than 20 minutes, research suggests that I’d have greater benefit from exercising had I have increased the intensity and length of my workouts.

In conclusion, I feel I adopted many coping strategies during training to minimise stress and develop my resilience, however some proved more beneficial than others. What worked particularly well for me initially was acknowledging the fact that I was under stress. I quickly realised that I had to be more organised and devise some sort of plan moving forward. By creating a daily/weekly plan, it enabled me to have greater focus to work more efficiently, decreasing my stress levels in the process. What also worked well for me was taking regular breaks from working as working long hours created more problems. By taking regular breaks, working to an organised schedule and spending time with my partner in the evenings, it re-energised my whole body both physically and emotionally, improved my mental health considerably and made me much more resilient. Furthermore, exercising was also a big help for me, being out in the fresh air with my dog and partner gave me that break from work, which was a big help psychologically.

If I were to go through training again, I would consider ‘Mindfulness’ as a strategy to combat stress. NHS (2019) states that “mindfulness is an awareness of our thoughts and feelings as they happen moment to moment. It's about allowing ourselves to see the present moment clearly. When we do that, it can positively change the way we see ourselves and our lives.” (Para. 4) Furthermore, NHS (2019) goes on to explain that, “Awareness of this kind also helps us notice signs of stress or anxiety earlier and helps us deal with them better.” (Para. 14). Therefore, whilst taking regular breaks, I would take time to focus on my surroundings, focus on the moment and focus on my breathing in order to relax. It will also enable me to have a more positive outlook on the current moment, which in turn would help me in developing my resilience.

Task 2

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

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

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

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

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

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

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

ANSWER:

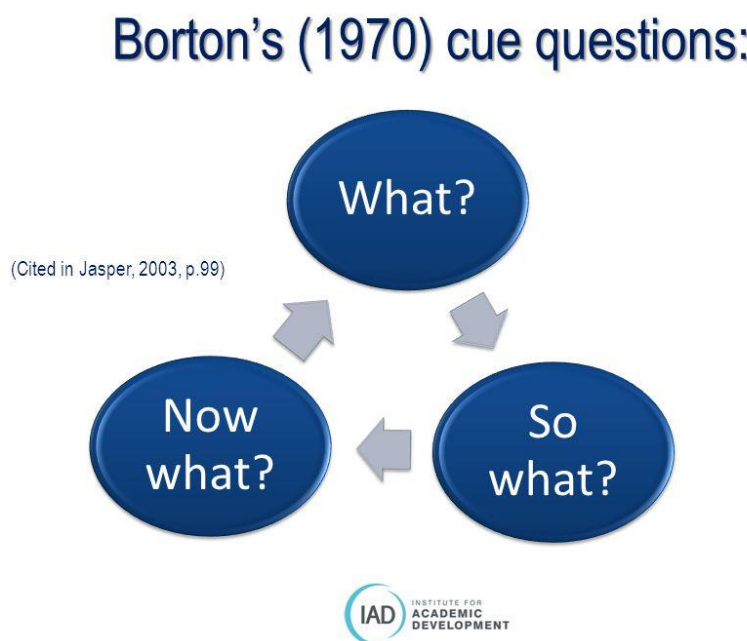
Introduction

This reflective piece of work is based on a policing incident in which I played a significant role. The incident itself is based around conflict and I will be looking to critically assess the incident itself, including social and legislative contexts and talk about any relevant social, cultural, ethnicity and language issues that I encountered throughout. I will also look to reflect on my application of effective communication alongside describing the process for determining whether the use of force was necessary in my chosen incident.

Juneja (2015) defines conflict as "a clash between individuals arising out of a difference in thought process, attitudes, understanding, interests, requirements and even sometimes perceptions." (Para. 4). Similarly, Fisher et al, (2011) states that "Conflict is a relationship between two or more parties who have, or think they have, incompatible goals". (Page.4). As police officers, it's highly likely that we will regularly attend calls where we will be exposed to some sort of conflict. Sapolsky in Anderson and Gustasberg (2016) also highlights this by saying that "police work is an inherently high-risk occupation. Officers routinely face unpredictable, unexpected, and uncontrollable events, all of which are factors that increase the threatening nature of an encounter" (Page 2, Para. 3).

For this piece of reflective practice, I will be using Borton's Reflection Model, which was created by Terry Borton in 1970. This model is based on a series of questions that will enable me to fully reflect and analyse my policing incident and help me identify areas of improvement for the future.

Diagram 1 – Borton's Reflective Model, 1970



(Jasper, M. 2003, p.99)

What?

What happened?

Whilst out on patrol with my tutor, a grade 1 call came across the air saying, "a male has assaulted his father and is still kicking off at the address and refusing to leave". As we were only around the corner, I acknowledged that call and attached my tutor and myself with our call signs and we immediately made our way to the address. I arrived at the address and quickly established who was inside and what had happened. The victim was upstairs with his partner whilst the suspect and his partner were in the downstairs living room. As I entered the living room, the suspect was pacing back and forth, clearly in a distressed state. The suspect appeared to be under the influence of alcohol and drugs as he was sweating profusely, his speech was slurred and his eyes were dilated. I quickly established that the suspect had engaged in a verbal and physical altercation with his father where he has then punched his father, causing him to have a bleeding split lip. As there was an offence of assault disclosed and an official complaint from the victim, I knew I had to take positive action, arrest the suspect and remove him from the address. The suspect was very confrontational, verbally aggressive and initially refused to leave the address. He denied the allegation of assault and his behaviour was very unpredictable. However, using my verbal communication skills, I managed to calm the suspect down, place him in handcuffs and then escorted him to the police van where I placed him into the rear transport cell. Other units had arrived to support us at this point to help with golden

hour enquiries, such as obtaining statements and conducting house to house. I then transported the male to custody.

What did I do?

On route to the call, I looked at the incident in more detail via iPatrol on my work mobile phone. The first stage of The National Decision Making Model is 'Gathering information and intelligence'. I have learned that this is always good practice whilst on route to calls as it enables me to gather further information in relation to the incident so that I have a much better idea of what I'm about to walk in to. I also communicated with the control room via my airwaves radio, asking for a description of the male, who was involved and if there were any warning markers on the suspect. The suspect in this incident had warning markers for violence, drugs, weapons, conceals items and mental health. As there was an assault reported, I also considered the well-being of the victim and asked if there were any injuries disclosed on the original 999 call.

On arrival, we were greeted by the suspect's partner standing in the doorway of the property. I immediately activated my body worn camera, complying with South Wales Police's policy when attending all domestic abuse related incidents. I entered the property, hearing lots of shouting and screaming. I had to quickly dynamically assess the situation and establish who was inside and what had happened. I could hear a male shouting upstairs so my tutor went up to check if he was okay. I was lead to the living room by the suspect's partner to see the suspect pacing back and forth. I was met with instant verbal aggression from the suspect, stating words to the effect of, "I'VE DONE NOTHING, NOW GET OUT OF MY HOUSE BEFORE I LOSE MY HEAD". The suspect carried on being verbally aggressive and said words to the effect of, "YOU PIGS ARE USELESS AND CAUSE NOTHING BUT TROUBLE, HAVEN'T YOU GOT BETTER THINGS TO BE DOING? YOU LOT THINK YOU'RE SO BIG IN YOUR UNIFORM".

Due to the erratic and confrontational demeanour of the suspect, I knew I had to remain calm and professional and gain control of the situation quickly before it escalated any further. According to Neades (2013), "good communication can help prevent challenging situations from developing" (Nursing Times, 2018, Para.4). I did this by utilising my communication skills, communicating with the suspect in a calm and relaxed manner. Godfrey and Davies (1987) state that, "the angered individual wants to be understood. By demonstrating your intention to suspend judgment and understand the angered person, without being angered yourself, you can help defuse his or her anger." In support of this, I gave the suspect the time and space to vent and air his views.

The suspect had previously been involved in other police occurrences relating to violence and clearly had a disliking to the police. In this particular incident, there were no issues around ethnicity however, the suspect appeared to have a low level of vocabulary so I had to simplify the language I used and reduced my speed of speech, in order for him to easily understand everything I was saying.

I knew I had to build a rapport with the suspect in order to gain his trust and calm him down, whilst my colleague was upstairs dealing with the victim gathering further information. Initially, I used open questions to establish what had gone on, providing the suspect with the opportunity to give his account of events. Whilst the suspect was speaking to me, I ensured that I didn't interrupt him, displayed open and positive body language, maintained eye contact throughout and nodded my head. I also paraphrased little bits back to the suspect, which showed him that I was listening intently to what he was saying. The suspect mentioned his struggles with Mental Health and blamed this as a reason for his unacceptable behaviour. This was something that I targeted instantly, showing him empathy by telling him, "I CAN SEE THAT YOU'RE FRUSTRATED, IT MUST BE REALLY HARD FOR YOU TO BE GOING THROUGH WHAT YOUR GOING THROUGH". The suspect seemed to appreciate this as I was showing him that I was remaining impartial and showing a

genuine care for what he was saying. This was vital, as his previous encounters with the police may not have been positive ones and it's my role to always strive to re-build the confidence the public has in the police. I had gained the suspects attention and he was clearly beginning to calm down.

Andersen and Gusstafsberg (2016) defines situational awareness as "the ability to perceive and process all potential threats in the environment" (p8, Para 1). Similarly, Kalisch (2015) in Anderson and Gusstafsberg (2016) goes on to say that "improved sensory awareness increases an individual's ability to successfully address a threat" (p2, Para.2). Whilst communicating with the suspect, I was dynamically risk assessing and using my situational awareness skills to scan my environment. I noticed that Manchester United were playing on the television. Having worked in conflict situations in my previous occupation, I'd learned that building a rapport is an effective method of defusing a conflict situation and a good way of doing that was finding a common ground with the person. I took advantage of the fact he enjoys football and directed our topic of conversation to the football as a distraction technique.

My tutor then returned downstairs and confirmed to me that the suspect had punched his father and caused him to have a bloody, split lip. The father wanted to pursue an official complaint, was willing to attend court and supported police prosecution. I then explained the situation to the suspect to which he fully accepted. I then arrested the suspect on suspicion of Common Assault under Section 39 of the Criminal Justice Act 1988. I provided him with the necessity for the arrest and explained that I would need to handcuff him in order to transport him to custody in the van. The suspect was compliant, was handcuffed to the rear and walked out calmly to the van, where I then placed him in the rear transport cell. I decided to handcuff the suspect to keep myself, my colleagues, other persons present and the suspect safe. What influenced my decision was the fact that I considered the various impact factors throughout the entire incident. Policing (2019) states that, "Impact factors' are those factors that have been shown to make encounters between the police and public riskier. The dynamic risk assessments that officers and staff make during conflict situations can be supported by officers having awareness of impact factors and taking them into account alongside other information about the threats they face" (p9, Para. 1). The impact factors I identified was the suspect appearing to be under the influence of alcohol, he was a large built male and he had warning markers for violence and concealing items. I am confident that my actions were justified, proportionate, legal, accountable, necessary and ethical.

Bryant et al, (2019) states that, "the police make difficult decisions in fast moving situations" (p79, Para. 4). At the centre of the NDM is the Code of Ethics, which is the code of practice for the principles and standards of professional behaviour for police. Aston University (2019) highlight that, "the police force and its officers carry huge responsibilities, where optimal decision making is expected in many dangerous and high stress situations, with the variety of scenarios and threats ever increasing" (Para. 3). I made sure that throughout this incident, I continuously referred to the NDM, navigating through each stage, enabling me to make ethical decisions throughout.

Diagram 2 – The National Decision Making Model



Source: College of Policing

What did others do?

On entering the house, my tutor was drawn to the shouting from upstairs. The victim and his partner were upstairs, so my tutor talked to them and established what had happened. Heitler (2012) describes conflict resolution as, “collaborative problem solving, a cooperative talking-together process that leads to choosing a plan of action that both of you can feel good about” (Para. 5). In this incident, both my tutor and I worked collaboratively as a partnership to establish what had happened. Once the facts were obtained, we came together, had a brief chat about the incident and agreed on our next plan of action.

What was I trying to achieve?

My main aims were to safeguard the victim, establish what had happened, secure the suspect and preserve any relevant evidence. I was confronted with a confrontational male who was unknown to me at the time, therefore my aim was to secure and contain him to prevent the situation from escalating. According to Sky (2019), “statistics suggested that assaults on police officers has risen by a third in just four years following the spike in violent crime across the UK in 2018-19” (Para. 1). Furthermore, Harries (2019) highlights that “Police officers are always expected to use the least amount of force necessary to achieve their aim” (Para. 5). I did this through utilising my good communication skills, communicating effectively with the suspect rather than going in hands on straight away, which ultimately calmed the suspect down. I also utilised my situational awareness, dynamically assessing my environment at all times and always maintaining a safe distance between the suspect and I. My thoughts were to contain the suspect to the living room to prevent the two parties from coming into contact with one another and causing further problems. I also wanted to ensure that everyone in the house was safe and that any medical issues that needed urgent attention were quickly addressed, but none was required. Finally, I wanted to ensure that I secured the suspect in a calm

and safe manner whilst acting professionally and abiding by the police code of ethics and standards of behaviour throughout.

What was good or bad about the experiences?

I communicated well with the suspect and asked him a few good 'open' questions to establish what had gone on at the property prior to our arrival. I quickly established that I needed to adjust the language I was using to better suit the suspect, ensuring that he understood everything I was saying to him.

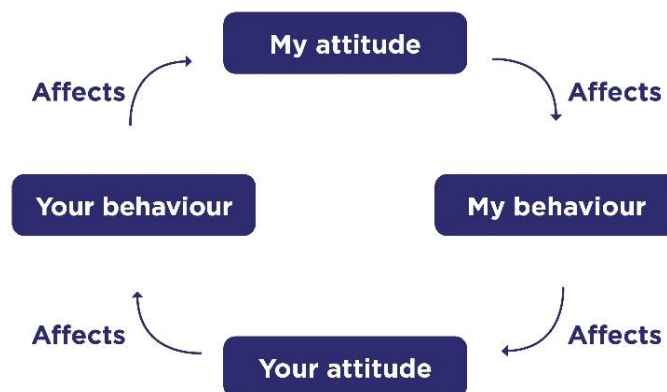
What also worked well was the fact that I was able to build a rapport with the suspect, which ultimately prevented the incident from escalating any further. Initially the suspect was verbally aggressive towards me and potentially associated me with his previous negative encounters with the police. Skogan et al, (2006) in Norman (2009) states, "research indicates that police treatment of the public through direct encounters impacts on individual opinions about the police and can either reinforce or undermine perceptions of police legitimacy" (p364, Para. 2). Due to showing empathy, demonstrating active listening, displaying positive and open body language, maintaining eye contact throughout, I was no longer perceived as a "PIG, JUST BEING HERE TO CAUSE TROUBLE". I remained professional and impartial throughout and treated the suspect with respect at all times. Policing (2019) states, "research shows that police encounters where decision making is explained and individuals are treated with fairness, dignity and respect are likely to increase public compliance, cooperation and satisfaction and help to reduce crime." (p2, Para. 2). I managed to keep the suspect engaged in conversation about our shared interest, which kept him calm, and he even began apologising to me for his inappropriate language and behaviour.

So What?

What was significant about this?

The significant element of this incident for me is the fact that it could of easily turned out completely different had I not have adopted the calm, empathetic approach to the suspect in question throughout. Initially, he was verbally aggressive towards me, erratic in his behaviour and unpredictable.

Diagram 3 – Betari’s Box



(Source: College of Policing)

Betari's box suggests that my attitude and behaviour affects the attitude and behaviour of whomever I am communicating with and vice versa. Therefore, the theory suggests that if I had matched the suspect with the same aggressive tone and level of communication, the situation could have escalated quickly in a negative way and possibly led to greater conflict, thereby putting mine and everyone else's safety at risk. This is why it was so important that I remained calm, collected, and unfazed by the suspects' behaviour in order to ensure everyone present was safe. In summary, Betari's box played a huge part in this particular incident and by putting the theory into practice, it enabled me draw the incident to a safe and calm conclusion.

What did I learn?

I learnt that I am a good, effective communicator with good people skills. Even though I was dealing with the aggressive suspect who had allegedly committed a crime, I remained, calm and collected, showed empathy, remained impartial and treated him with respect throughout. I adjusted my language to better suit his needs and I demonstrated empathy throughout which collectively played a big part in bringing the incident to a safe and calm conclusion. It has taught me to always attend incidents with an open mind and only make decisions based on the evidence that is in front of you. It also reinforced the power and influence that building a rapport can have on the outcome of an incident.

What Now?

What could I do next time?

In future incidents, I would certainly consider separating the suspect and his partner, escorting her to another room. Upon reflection, the suspect's partner could have made the situation a lot worse by encouraging the suspect's initial aggressive and erratic behaviour. What this reflection has also highlighted to me, is the fact that I and my tutor were separated, which left me isolated with the aggressive male. Considering the warning markers for weapons, violence and conceals items, on reflection perhaps it wasn't the most sensible thing to do. In future, I will ensure I have a colleague nearby at all times and possibly call for further units.

Finally, I will ensure that I continue to reflect and evaluate my performance by having constructive conversations with my fellow colleagues and utilise Body Worn Video as a source of analysing and reviewing the incidents I attend.

Task 3

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

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

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

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

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

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

ANSWER:

Introduction

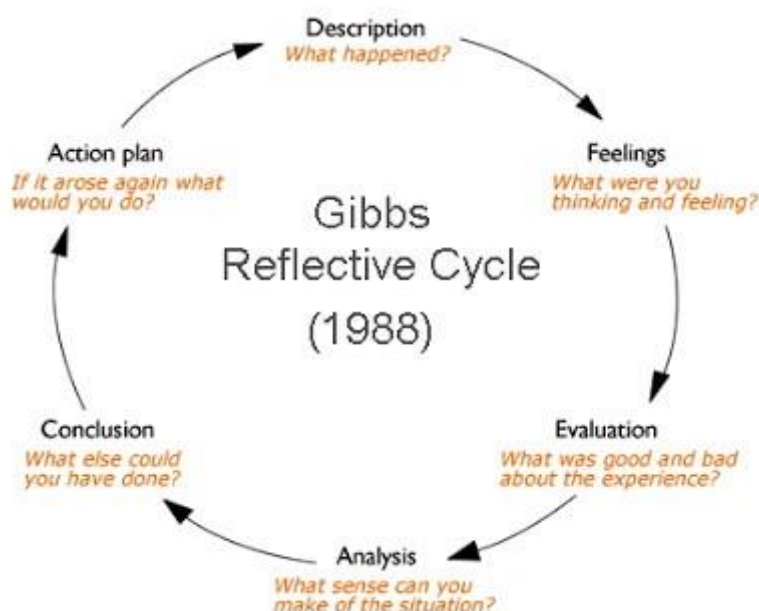
This reflective piece is based on an incident where I played a significant role in dealing with a victim of crime. My aim is to critically assess the incident in question, including any cultural, language and ethnicity issues that arose. I will also reflect on my personal performance and cover the procedures I used in order to support the victim through the criminal justice system. Finally, throughout this reflection, I will look at how policing values were engaged and highlight areas that went well and areas I that could be improved the future.

What is Reflective Practice?

According to Bryant and Bryant (2019), "the origins of reflective practice can be traced to the 1930's and John Dewey, who is regarded as a founder of the 'cognitivist school' of psychology" (p138, Para. 4). The idea behind it is for people to try to develop and improve their performance by learning through reflecting on their actions. Bryant and Bryant (2019) states that, "reflective practice is one of the critical thinking skills required of modern policing" (p138). Norman and Williams (2017) in Bryant and Bryant (2019) argue, the complexity of policing and the changing nature of crime mean that police officers are increasingly required to be more reflective in their approach to problem solving" (p138). Police officers attend unpredictable calls all the time which often requires on the spot decision making, therefore it's vital that I reflect on my experiences and performances during these incidents in order to further develop my professional

competence and skills set. This will enable me to learn, develop and become a more competent officer, enabling me to deal with incidents much more efficiently and confidently.

Diagram 1 – Gibbs’ Reflective Cycle (1988)



Source: Blogspot.com (2020)

Throughout this reflective piece of work, I will use the Gibbs Reflective Cycle, which consists of six different stages. I will navigate through each stage of the model in order to help me reflect on my performance throughout the incident and look to identify areas that could be improved to further enhance my professional development.

Description – What happened?

At approximately 20:00hrs on a Saturday evening, I was out on mobile patrol with a colleague in a marked police vehicle when I acknowledged a 'Grade 1' call that had been transmitted over the air. The initial call was of an intoxicated male trying to get in to his partner's property by kicking the back door and refusing to leave. The reporting person in this case was the partner of the suspect, who did not want her partner at the address that evening due to him being severely intoxicated and the fact she had her two young daughters there. There was also a further report from an independent witness stating that they had allegedly seen the suspect "ragging" the female around in the street. Living at the address was the victim and her two daughters, along with the suspect. The suspect had no warning markers and had no previous involvement with the police.

On arrival, a female who was clearly in a very emotional state greeted us. She explained to me that her partner had been out drinking all day and was trying to get in to the house. She went on to explain that this was a regular occurrence, whereby they have an agreement that he stays at his friend's house when he's been drinking, as she doesn't like intoxicated people to be around her or her two young daughters. The male was allegedly stood out the front of the property threatening to throw a large waste bin through the front

window of the property if she didn't let him in. The female mentioned that at this point, she seen two unknown males who she believes may have been friends of his, come and persuade him to leave. However, shortly afterwards, the female explained that he had returned to the property and was kicking the back door aggressively and shouting for her to let him in. The female noticed that the bottom panel of the door had cracked. It was at this point, she dialled 999 requesting immediate police assistance.

I activated my body worn video as per South Wales Police policy when attending all domestic related incidents. According to College of Policing (2015), "there is some good evidence to show that where officers responding to domestic abuse are equipped with body-worn cameras the proportion of sanctioned detections resulting in a criminal charge increases" (Para. 10). On arrival, the victim invited us in and began giving us her first account. I established the facts of the incident by listening to the victim intently, ensuring I had a clear picture and understanding of what had happened. I reassured the victim that we would do everything we could to help and that her and her daughters were ultimately safe. The victim did not want to support a police prosecution on this occasion and therefore provided me with a negative statement. Whilst I was doing this, my colleague and I heard, loud banging noises coming from the back door area. I instructed the victim to remain in the living room with her two children whilst my colleague and I went to investigate. As we opened the back door, in walked the suspect in question. He was clearly shocked at being greeted by two police officers and quickly began shouting abusive language towards us. He was clearly extremely intoxicated as the smell of alcohol was quite prominent, his speech was slurred and his eyes were bloodshot. My colleague immediately detained the suspect legally and lawfully under Section 24 of PACE 1984 (Legislation.gov.uk, 2013) and placed him in handcuffs. As an allegation of domestic related criminal damage had been disclosed, he was subsequently arrested on suspicion of causing domestic criminal damage under Section 1 of the Criminal Damage Act, 1971. He was cautioned and the necessity for his arrest was explained to him. My colleague then escorted the male through the property and out to the marked police van, where he was put in to the rear transport cell. I called for another unit to attend in order to transport the male to custody, so that me and my colleague could remain to put safeguarding measures in place for the victim and complete any outstanding golden hour enquiries.

I explained to the victim that her partner would be booked in to custody and most likely be interviewed in the morning by HUB officers, once he had sobered up and once we had obtained all statements and relevant evidence. She was reassured by this, knowing that he wasn't going to return that evening. Whilst I remained with the victim, I instructed my colleague to obtain a statement from the witness across the road who allegedly witnessed the suspect "ragging" the victim around in the street. The independent witness wanted no involvement in the incident and refused to provide a statement to my colleague. When I informed the victim of the report we had received, she denied it instantly and confirmed it was a false report. Golden hour enquiries were conducted, safeguarding measures were put in place and I offered various sources of support that was available to her.

Feelings – What were you feeling and thinking?

Whilst on route to the incident, I felt quite nervous as it was only my first week being on shift. Policing is an occupation that can be highly unpredictable and based on the information you receive prior to attending incidents, it can easy to pre-build a picture in your mind as to what to expect however, it often turns out to be totally the opposite. Whilst on route, I thought about the first stage of the National Decision Model, thinking that I needed to familiarise myself with all the information we currently had in relation to the incident, including persons involved, any warning markers and descriptions of persons involved. College of Policing (2019) also highlight this by stating that, "officers should obtain all relevant information from the call handler about the incident and parties involved to enable initial risk assessment prior to arrival at the

scene.” (Para.5). I achieved this by communicating with the control room via my radio and familiarised myself with the information from my Samsung mobile device. College of Policing (2019) also highlights that, “obtaining a full picture of the situation, the family and their previous history enables officers to better deal with the incident, manage the offender and protect any vulnerable people at the address” (Para.4). By analysing the information I currently had, I identified the victim as vulnerable. I also thought of ways in which I could deal with this incident so that I had a few options in my head prior to arriving.

What were you feeling during the situation?

During the incident, I felt I had many responsibilities to carry out as the responding police officer. At first, I felt nervous, but it seemed that instinct and past training quickly took over. I felt that I primarily had to dynamically risk assess the situation, ensure the safety of the victim and others present and put the appropriate safeguarding measures in place for her and her two young daughters. “The first priority of an officer should be to protect all people present from injury or further harm. This includes the victim, children, witnesses, police officers and the suspect” (College of Policing, 2019, Para. 8). In order to do that, I felt I had to build a rapport with the victim and gain her trust so that she would feel comfortable to open up to me. I feel I did this by using my strong communication skills, regularly reassuring her and spoke with a calm, soothing tone of voice throughout. When I was letting the victim reel off her first account, I ensured that I didn’t interrupt her, maintained eye contact and nodded my head as she spoke. I also paraphrased certain bits back to ensure that I had a clear picture of what had happened. As the victim provided me with a negative statement, it was still my role and responsibility to comply with South Wales’s Police Policy of taking positive action by providing as much support to her as I could and also ensure that I put the appropriate safeguarding measures in place. Positive action was also taken in this instance as the perpetrator was still arrested and removed from the property, even though the victim did not want to pursue an official complaint.

Whilst sitting with the victim, I thought about what support I can put in place to ensure that I safeguard this victim and her two children?

As it was a domestic incident, I knew I had to adhere to South Wales Police Policy and submit a Public Protection Notice (PPN). This form is shared with partner agencies who can then provide additional support to the victim. Attached to the PPN form are the Domestic Abuse, Stalking and Harassment (DASH) questions, which are used to gain further information from the victim, which allows me to then conduct a risk assessment based on the answers given. This process was explained to the victim, she consented and was grateful for the support. I also had to think about the children at the address and safeguard them too, so their details were also added to the PPN.

I also thought about what other support agencies I could make her aware of, should she need any further support or help with anything, therefore I made her aware of South Wales Victim Focus. “South Wales Victim Focus is a local service run by the national and independent charity, Victim Support. We provide help and support to anyone in South Wales affected by crime” (South Wales Victim Focus). The charity provides free emotional and practical support to victims of crime and provides information on the criminal justice system. In addition to this, I also made her aware of ‘Police Watch’, which is where I make NPT aware of the situation and then a member of their team might be allocated as single point of contact for the victim, who will make contact on a daily basis. Similarly, they can conduct regular patrols past the address to be a visible presence, which can be reassuring for the victim. I also explained to the victim that she could seek further

support from 'Women's Aid' and provided her with the relevant contact numbers for her to access if she wished.

I then had to think about preserving any evidence at the scene. As there was an allegation of criminal damage, I ensured that I captured the whole scene on my body worn camera and obtained photographs of the damage to the back door using my Samsung mobile device. These would then be uploaded to evidence.com so that they could be used as evidence, should the matter ever go to court. Whilst I did this, my colleague conducted house-to-house enquiries and investigated to see if there was any CCTV in the vicinity.

Evaluation – What was good and bad about the experience?

On reflection, I feel I dealt with it fairly well considering it was only my first week of being operational. I feel I communicated well with the victim at all times and ensured that her and her children's safety was my primary focus throughout. I adhered to South Wales Police policies throughout the incident and adhered to the Victims Codes of Practice by regularly updating the victim throughout. I ensured that I put as many safeguarding measures in place for the victim and provided her with various sources of further support should she need it. I feel I worked well with my colleague by communicating regularly with him and working collaboratively to ensure that all golden hour enquiries were conducted effectively and efficiently. What wasn't so good in my opinion was the fact we transported the perpetrator through the living room to get to the police van whilst the victim and her children were still there. This would certainly be something I would do differently if a similar incident occurred in the future.

Analysis – What else can you make of the situation?

Why did things go well?

I remained calm, professional and I utilised my communication skills well which kept the victim calm and made her feel safe and reassured throughout. Even though the victim didn't want to pursue an official complaint, I didn't try to pressure her into changing her mind and treated her with the utmost respect and courtesy at all times. I believe this was partly the reason along with the fact that I successfully built a good rapport with the victim that she felt safe and comfortable opening up to me. "If an incident is handled effectively and sympathetically on the first occasion, the victim is more likely to have the confidence to call the police again if the situation re occurs. Establishing a good rapport also means the victim is more likely to cooperate with the risk assessment and safety planning process, thereby improving the chances of preventing or reducing future incidents" (College of Policing, 2019, Para.36). I feel that the incident got resolved successfully because my colleague and I took our time from start to finish, communicated well with each other throughout whilst always having the safety and welfare of our victim at the heart of our focus at all times.

Conclusion – What else could you have done?

In conclusion, I believe I did well to provide the victim and her children with all the safeguarding measures and support they needed. I've learned that through good, effective communication and treating people with respect, care and empathy, I can quickly gain the trust of someone that really needs my help. In a report by the Police Federation, it concluded that in 2019, "more than 60% of people are satisfied with their local police - an increase from 53% last year" The report went on to say, "research also reveals that almost two

thirds of people, who had had contact with a police officer in the previous year, were satisfied with the way they were dealt with" (Police Federation, 2019). I therefore left the property and incident as a whole, feeling confident and proud that I had provided the victim with a high level of service, left her with a positive impression of the police and ultimately further improved the level of trust in the police service as a whole.

Action Plan – What would you do next time?

In future, I might also consider 'Clare's Law'. "The domestic violence disclosure scheme (DVDS), also known as Clare's Law, was introduced to increase protection for domestic abuse victims." (College of Policing, 2015). This is where a partner can request information that's held on a previous domestic aggressor, which can aid them in deciding how they proceed with their relationship. Furthermore, "it also enables the police to analyse patterns of requests under the scheme. This makes it possible for them to identify individuals who may be as yet unknown to the police but are attracting a volume of requests under the right to ask entry route which may indicate a cause for concern" (College of Policing, 2015).

I will certainly continue to reflect on my professional performance within incidents I attend in the future, as an operational police officer in South Wales Police. I will do this by using reflective models such as this one, along with having constructive, reflective conversations with my colleagues and peers to continue developing my skills and professional development.

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

Introduction

In this reflective piece, I will be discussing a policing incident where I played a significant role with an offender and victim and reflect on what happened. I will then look to critically assess the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues that arose. I will explain how I applied the National Decision Making Model to help with my decision making throughout and I'll be looking at how discretion also played a role in relation to how I dealt with the situation. Finally, I will be discussing my responsibilities in relation to the Criminal Procedure and Investigations Act 1996 and illustrate how policing values were engaged throughout.

What is Discretion?

Schmallegger (2019) defines police discretion as, "the opportunity of law enforcement officers to exercise choice while performing their daily activities" (p. 122). Similarly, Kleining (1996), explains that the idea of discretion is best understood as "a normative condition – as a permission, privilege or prerogative to use one's own judgement about how to make a practical determination" (p83). Exercising discretion is seen by many as an important and fundamental skill, which provides police officers with the flexibility when making decisions and dealing with incidents. This is supported by Scarman (1981) who states that "the exercise of discretion lies at the heart of the policing function" (Bryant and Bryant 2019, p80). Arresting people is not always the appropriate action to take and police officers have to consider whether arresting an individual is in the public's best interest. Not only does discretion give police officers that flexibility to make the most

suitable decision for a particular incident, it also has wider impact in the sense that it decreases the pressure on other colleagues and reduces the strain on the criminal justice system. However, research clearly shows that there's a divided opinion on whether discretion is a positive or negative tool utilised by law enforcement and this will be discussed in further detail later on this reflective piece.

What is 'The Criminal Procedure and Investigations Act' 9 (CPIA)?

"The Criminal Procedure and Investigations Act 1996 makes provision for the publication of a Code of Practice which sets out how police officers are to record, retain and reveal to the prosecutor material obtained in a criminal investigation" (Ministry of Justice, 2015, Para. 1). This Act outlines the procedures that police officers should follow and adhere to when conducting investigations. Similarly, Bryant and Bryant (2019) say that, "the CPIA is clearly central to the correct procedures being followed for an investigation. It is vital that investigators know when any particular investigation has begun, so they can ensure compliance with the CPIA and the associated Codes of Practice" (p541). The CPIA explains the roles and responsibilities for each person that is involved in an investigation and outlines the importance of recording, retaining and revealing all relevant material within the investigation. It also goes on to highlight the necessity to exhaust all lines of enquiry within an investigation and importantly, that also includes, "lines of enquiry that might exonerate a suspect" (Bryant and Bryant, 2019, p548). Examples of material that should be retained include, custody records, pocket notebook entries, completed statements, crime reports, 999 calls, records of first descriptions and interview records to name just a few. During this reflective piece, I will highlight how I adhered to the CPIA and its attached Codes of Practice whilst dealing with the incident in question.

How will I reflect on the role I played within this particular incident?

For this particular piece of reflective practice, I will be using the Gibbs model, which consists of six different stages. This particular model will enable me to critically assess the incident in question, including any cultural, language and ethnicity issues that arose. I will navigate through the various stages and look to reflect on my personal performance in relation to all stages of the investigation. Finally, by reflecting via the Gibbs model, it will enable me to highlight what went well and areas I could improve on for the future, which will further develop my professional development.

Description

My sergeant allocated me a task to deal, assigning me as the OIC (Officer in the case). A report had come in from a concerned mother, reporting that her 11-year-old daughter had been receiving nasty, malicious texts from a group of girls at her school who were the same age. The initial report logged by the PSC stated that the messages were saying words to the effect of, "WE ARE GOING TO JUMP YOU" and "THERE'S ALREADY A GROUP CHAT SET UP, PLANNING HOW WE ARE GOING TO JUMP YOU". The concerned mother provided the names of the three suspects that were responsible. She was very concerned about her daughter's safety and the impact that the nasty texts were having on her. The call had been crimed by the call handler and logged as 'Malicious Communications', which is an offence under Section 1 of the Malicious Communications Act 1988 (Legislation.gov.uk, 2011). It was now my responsibility as the OIC to conduct all relevant enquiries, obtain, record and retain all relevant information, deal with both the victim and offenders and finally, conclude the matter by coming to an appropriate, fair and successful resolution.

Feelings

I still feel a little nervous when I'm given the responsibility of dealing with an incident. I am very proud of holding such a responsible position as a police officer and I always strive to give the community I serve the best possible service. When dealing with an incident, I always refer to the National Decision Model, which aids me with making ethical decisions. "The legitimacy, authority and even effectiveness of the police depend on the exercise of ethical decision-making" (Bryant and Bryant, 2019, p78). Police officers regularly have to make tough decisions in unpredictable situations that can change in a split second. The model consists of five different stages with the code of ethics being central.

My first thought was to read the occurrence thoroughly on Niche and familiarise myself with the information that had already been logged in relation to the incident. This is when I referred to the first stage of the National Decision Model, which is 'gathering information and intelligence'. The call handler took the initial call from the reporting person and logged what was said on to Niche. The reporting person in this incident was the mother of the victim and she spoke to me throughout this entire incident on behalf of her daughter. The victim's mother explained that her 11-year-old daughter had been receiving malicious messages from girls that attend the same school as her daughter and requested police assistance with the matter. I knew that this was only brief details and that I would need to make contact with her in order to gather further information. Prior to making contact with the mother, I remember thinking the way in which I communicate with her will have a huge impact on the incident as a whole. Dereškevičiūtė and Chomentauskas (2018) highlight the importance of effective communication with victims by saying, "even a repeated question, without any explanation that questions may be asked more than once or why the question is repeated, can cause stress to the victim and give rise to the perception that his/her testimony is not trusted by the officer. Therefore, professional communicating by pre-trial investigation officers is a crucial precondition for avoiding further negative and harmful consequences related to the experienced crime" (p14).

I contacted the mother via telephone and had an in-depth conversation with her regarding the incident, listening to her intently throughout and paraphrasing back to ensure that I had a clear and detailed account of what has actually happened. I asked lots of open questions, which encouraged her to disclose useful, relevant information that would help in dealing with the case. My thought was I needed to establish exactly what had happened, obtain contact details of all persons involved, obtain any relevant evidence and establish how the victim would like me to proceed with the matter and whether she'd be willing to provide a statement and attend court. The mother informed me that her daughter had previous issues with the three suspects and had actually had a fight with one of them around 3 months ago. Her daughter hadn't had any issues since then hence why she thought that was the end of the matter. In relation to evidence, my thoughts were to obtain copies of the malicious messages that had been sent so I provided my email address to the mother so that her daughter could screenshot the messages and forward them to me. Once received, these would then be uploaded to the occurrence on Niche as they could be used as evidence should the matter go to court. She explained that she did not want to go down the prosecution route and requested me to visit the suspects and provide them with suitable words of advice. South Wales Police's ethos is to be victim led so this is how I then proceeded with the case. I then provided a full update on the OEL via Niche, outlining my entire conversation with the mother to ensure that all relevant information was logged and documented correctly.

I then referred to the second stage of the National Decision Model, which is, 'assess the current risk and threat and develop a working strategy'. As it was the school holidays, the victim wasn't attending school and had plans to visit some family a fair distance away in the coming few days. It was therefore highly unlikely that she would come in to contact with the suspects any time soon. I concluded that this was a low risk incident because there was minimal threat or risk of anything else happening to the victim and minimal risk of any harm being caused.

The third stage of the National Decision Model is, "Powers and Policies". There was enough evidence there for me to arrest the suspects on suspicion of 'Malicious Communications' which is covered by Section 1 of the Malicious Communications Act 1988 (Legislation.gov.uk, 2011). However, the decision to arrest the suspects in my opinion would not comply with the acronym JPLANE, which is the acronym used by officers to ensure their actions are justified, proportionate, legal, accountable, necessary and ethical.

The fourth stage of the National Decision Model is 'Options and Contingencies'. It is during this stage that I considered what my options were to best deal with this incident in question. I discounted the option of arrest as the victim's mother did not want to go down the prosecution route and it would not be in the public's best interest to criminalise three 12-year-old girls who had no previous involvement with the police. Therefore, the other option I considered was a youth caution and a referral to the youth offending team, which is covered by The Crime and Disorder Act, 1998 (Bryant and Bryant, 2019, p218). The final option I considered was the Restorative Justice route. "Restorative Justice is a form of Out-of-court-disposal which has been successfully used over a number of years for some offences and some offenders. Police officers can deal with minor crimes and incidents on the spot with a 'community resolution'. They have the advantage of not criminalising suspects, but still deal with the incident to the victim's satisfaction, and also amount to a documented clear-up for the police" (Bryant and Bryant, 2019, p213).

Having considered all of my options, I then moved to the final stage of the National Decision Model, which is, 'Take action and review what happened'. It was at this point that I decided to use my discretion and opt for what I believed to be the most appropriate resolution to this matter and that was to go down the restorative justice route. However, I had to consider what impact my actions would have on both the victim and the offender. I explained the restorative justice process fully to the victim's mother and she was fully supportive of me progressing the matter via this route. I updated the occurrence accordingly, with a detailed update on the OEL explaining my decision of proceeding the matter via this route. I also ran it past my supervisor who was in agreement that this was the most appropriate form of resolution.

Once I had completed the restorative justice form with the victim in the presence of her mother who was acting as her appropriate adult, I then visited each of the suspects and offered them to engage in the process too. I ensured that I activated my body worn camera to record the process being completed by both the victim and the suspects. As outlined by Bitesize (2020), restorative justice, "relies on voluntary cooperation from the victim and the offender. If neither is willing, then there is no option but to let formal justice take its course" (Para. 2). The suspects all accepted responsibility for their actions in relation to this matter and all agreed to engage in the process. Their signatures were then obtained on my pocket notebook and the entries were then subsequently uploaded to the Niche occurrence and stored accordingly. I provided each of the suspects with suitable words of advice and they all appeared remorseful for the harm they had caused the victim. To further safeguard the victim, I contacted the school liaison officer and made them aware of the situation, so that they could then provide any additional support the victim needed within the school setting.

Evaluation

On reflection, I feel I utilised my communication skills well when communicating with the victim's mother, demonstrating respect, consideration, empathy, honesty, integrity and professionalism throughout. I ensured that I listened to the victim at all times and ensured that my approach to the investigation was victim led throughout. I explained the rationale behind my decisions clearly to the victim so that she had a clear understanding on why the matter was being resolved in this way. The process was also explained clearly to the suspects and all parties agreed to engage in the process. Suitable words of advice were given

to the suspects as requested, whereby the suspects showed remorse and later apologised to the victim. I was the Officer in Charge (OIC) for this investigation therefore I ensured that all notes, obtained relevant evidence, signed pocket notebook entries and OEL updates were all logged and documented accordingly on to the occurrence on Niche, complying with the regulations of the Criminal Procedure and Investigations Act, 1996 throughout. Further to this, I made sure that my Body Worn Video footage was downloaded and uploaded to evidence.com. Looking back on the incident now, I feel I would have been in a much better position to deal with the incident, had I have spoken with more experienced officers who have dealt with similar incidents in the past and had guidance from them first.

Analysis

I used my discretion during this incident and opted to go down the route of restorative justice as the most suitable method of resolving the matter. However, research clearly shows that there is a divided opinion on whether discretion is a positive or negative tool utilised by law enforcement and I had to be mindful of this during my investigation. Discretion is viewed by many as a positive and vital tool that is used by police officers when carrying out their duty, however others think that the use of discretion can often lead to people getting away with being convicted. "Some people think it is unfair that not all offenders have the law enforced against them, and critics of under-enforcement point to the inconsistency in applying the law. This calls into question the fundamental right of the police to employ discretionary powers" (Bryant and Bryant, 2019, p81). Similarly, this view is also supported by Neyroud and Beckley (2001) who argues that "under-enforcement as opposed to choosing how to enforce the law, has led to concerns because it is seen by some to occur as a consequence of either an officer's 'misappropriation of judicial power' or an officer's 'discrimination' (Bryant and Bryant 2019, p81). I considered all options of resolution during this incident and explained the restorative justice process fully to all parties to which they all accepted. I ensured that I remained impartial and was transparent throughout so that all parties were happy that I conducted the entire investigation fairly and without any bias.

Conclusion

I feel I dealt with this incident quite well. I based all of my ethical decisions around the National Decision Model and used my discretion appropriately in order to come to a successful resolution. All parties were happy to engage in the restorative justice process and it had the desired positive effect. The suspects were made aware of the impact their actions had on the victim and they accepted full responsibility. The suspects later apologised to the victim, which had a major, positive impact on her. "Restorative practice supports people to recognise that all of their activities affect others and that people are responsible for their choices and actions and can be held accountable for them" (Restorativejustice.org, 2016, Para. 5). The victim's mother thanked me for my assistance and was very appreciative of the consideration and empathy I demonstrated throughout.

Action Plan

To further develop my knowledge, skills and professional development, I will do some further reading around the restorative justice system so that I can offer an even higher level of service to victims in the future when dealing with similar incidents. I will also look to utilise the more experienced officers on my shift and seek guidance off them prior to attending and dealing with incidents. I will continue to reflect on my performance by using reflective models similar to this and also by having de-briefing conversations with my

supervisor and fellow colleagues along with utilising my body worn footage when reviewing incidents for personal development.

Task 5

Personal Development Plan (PDP)

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

This is equivalent to 500 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
Using/understanding NICHE	Due to unforeseen circumstances, I have had my tutorship extended up to the 21 st of January 2021. Over the next few months, I will be looking to really focus on developing my skills and competence in using NICHE. I will be aiming to get a much better understanding of how to navigate around NICHE and learn how to upload all the relevant updates correctly. I will also be looking at becoming more confident in putting the relevant update submissions on to NICHE with less and less supervision from my tutor. Throughout the remainder of my tutorship, I will be looking to make as many notes as possible so that it	- Colleagues - My Tutor - My Sergeant - NCALT packages - Utilise my notes	3 Months Once my tutorship period is completed, I will be looking to book an attachment at the HUB, which will further develop my learning.

	can aid me in the future. Once I have become more confident doing the above, I will be looking to further develop my knowledge by familiarising myself with all the different 'MG' forms. I will then look to progress from there and start understanding the process of compiling case files on NICHE.		
Develop my knowledge on 'Police Powers and Legislation'.	Throughout my tutorship so far, I have found the legislative side of things quite daunting. I am going to make a determined effort to better my knowledge on police powers and legislation so that I feel more confident when dealing with incidents in the future. I will do further reading on police powers and practice with colleagues by getting them to test me. I will also utilise my pocket sergeant app to aid me and to give me reminders if I'm unsure.	- Colleagues - My tutor - Pocket Sergeant App - NCALT Packages - Utilise training notes	2 Months
Handcuffing Procedure	I will be looking to improve on my handcuffing technique to ensure I carry out the	- Colleagues - My tutor - OST Trainers	2 Months

	process more efficiently in the future. I will be asking my tutor and the more experienced officers on my shift to give me some guidance on using the correct technique and hopefully allow me to practice on them during quiet periods of a shift. If I feel I need additional help, I will request additional OST training.		
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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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Task 6

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

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

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

Signed: Craig Moses (Learner, Electronic signature or type name)

Date: 21st of December, 2020