

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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	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 training I found that, as many did, it could be an incredibly rewarding experience. However, while this was the case, there was also an element of stress involved as there is with any initial start at a job or career. Obviously, there are many ways of dealing with stress in a workplace, ranging from taking holidays to nights out with friends and much more. While it can be difficult for some to understand how to deal with stress, in a job as fast paced as ours, it is important to remember that dealing with stress in an appropriate way is as important as maintaining any part of your physical health. In this essay I will look at ways in which I managed my stress during the training period.

The training period came with, as does any student experience, a lot of stress. This was due to the level of intense information given to us, as well as the build-up to the first exam. One of the lessons we had right at the start of our 6-month training period was about effective methods to deal with stress. This was an eye-opener for me, as before this I had never thought about specific methods of dealing with stress. One of these methods was effective time management, which, during my research, I found to be one of the most investigated and effective methods of stress management. (Mirzaei, et al., 2012)

As I progressed into real-world policing on the frontline, the stress I felt increased as I expected it to. I went from dealing with just deadlines, to dealing with the added stress of helping people in emergencies and attending calls that most people would run away from. Due to the level of stress, I was experiencing when I first started my tutorship period, I found that my sleep was affected, and I was feeling tired even after long periods of rest, which my research has shown to be a common symptom of stress. (Anon.,) However, this period of increased stress only lasted for roughly two weeks, as I found that I the coping strategies that I adopted to counteract

the stress started to have an effect on my stress, and I saw an improvement in my overall physical health. Some of these strategies I learnt from colleagues on shift, and others I had already adopted prior to moving into my tutorship period.

The most effective coping strategy that I utilised, and one of the earliest I used, was one which I implemented during my 6-month initial training. This was exercise, which I have endeavoured to do at the gym, on a schedule that fits into my working pattern. I found that every time I went to the gym, I had a short-term feeling of happiness and a reduction in the stress I was feeling. In the long-term, it led to me feeling happier and having a more positive outlook in life and in my work due to an improvement in my physical health (Cairney, et al., 2014). In my experience, I have found this to be a common practice amongst members of the police service, as many of my colleagues also go to the gym. While the intent of some gym-goers isn't solely for stress reduction, it is clear from scientific evidence that going to the gym has a massive effect on a person's mental health, which directly effects how a person manages stress. I also found that exercise helps as it distracted me from sitting around doing nothing on my days off, which leads to overthinking, eventually leading to a build-up of stress (Pereira, et al., 2012).

The second strategy I used to deal with the stress received from my role in policing, as mentioned earlier, was an effective time management plan. During the training period, we worked 8-4pm from Monday to Friday, which allowed me to implement an effective daily schedule. This links back to my first strategy of going to the gym, as I managed to keep a consistent gym schedule as well as a work one, which allowed me to get into a frequent sleeping schedule. This in itself helps with stress, as good sleep leads to an overall boost in mental and physical health, and sleep loss "causes impairments in cognitive and behavioural performance" (Ellenbogen, 2005). Time management didn't just consist of a gym schedule and leaving work on time though, it was also about how I managed my time during work. As we had to revise for our two exams during the initial 6 months training, I had to effectively manage my revision as well as also properly focusing on the information relevant to my deployment after the 6 months. I did this by setting about different days during work which would be dedicated for revision on the university side of the work, and other days where I focused more on the operational side. The bonus about the time we worked in the initial training period was that we always worked fixed hours and never stayed on for overtime. This had its own benefits as studies have found that "risks of making an error were significantly increased when work shifts

were longer than twelve hours” (Rogers, et al., 2004), this is a benefit as less errors means less stress.

After reflecting on the strategies I used to manage and minimise stress during my training period, I believe that I adapted suitably to the levels of increased stress and worry that came with the job. While the strategies that I implemented were ideal for helping with newfound levels of stress, it is important to remember that they were not perfect. They did not stop me from having a feeling of stress all the time, but they did help me manage it. I found that my physical health improved due to starting at the force gym, which I have discovered is just as important as my mental health as the two are very closely intertwined. This is not to say that the stress I experienced had a purely negative affect on me, as without it I wouldn't have had the motivation to revise as much as I did.

Word count – 1035 words.

Task 2

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

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

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

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

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

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

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

ANSWER:

Being able to use effective communication skills to manage conflict in difficult situations is almost a daily occurrence working in the police force, and as such it is a key skillset which is extremely valuable to have as an officer. There have been a few incidents during my tutorship period where I have had to use this skillset, but one that stands out to me is an incident that occurred which was around a subject's mental health.

After being deployed operationally in my tutor phase, it has become clear to me through attending numerous scenes and emergencies that communication is absolutely key to officers. The college of policing set out the different methods of communication that officers are taught, which range from "building a rapport to Active listening" (College of Policing, 2021). While there are many approved methods of tactical communication, or higher levels of conflict management such as use of force, in the context of mental health these methods can be

convoluted and ineffective, meaning your approach must change. During more delicate situations, such as dealing with someone with mental health, normally effective methods of communication may be less effective as dealing with someone whose emotions are at the forefront of their actions makes them unpredictable and more difficult to reason with (Maroney, 2006). This means officers have to consider the best approach when dealing with a diverse range of issues, mental health being one of the most common calls I have found myself attending.

The incident I will cover and reflect upon within this essay was in relation to a handover that my tutor and I dealt with during my tutorship period. The person we were dealing with had been sectioned by officers under Section 136 of the Mental health act, and our role was to convey the man to a mental health hospital where he could be assessed by a team of mental health experts. We had two major concerns while dealing with this incident; the first was in relation to the legislation, as the amount of time that had already passed was concerning to us, as a section 136 has a time limit of 24 hours for police to detain them.

Our second was dealing with the detainee's mental health needs while also protecting ourselves and other people present at the mental health facility, as the man was showing a level of active resistance. This is not to say that he was being resistant and violent due to his mental health condition though, as research suggests that this is in fact the opposite, as people with mental illness are more likely to be victims of violence than be violent themselves (Stuart, 2003). Due to this level of active resistance, our use of force started at tactical communications, which included trying to de-escalate the situation through clear and concise commands and trying to use the rapport which we had built with the male before he escalated the situation. Building a rapport with someone as a police officer has many benefits in trying to deal with them, as it can lead to more information being disclosed (College of Policing, 2020.)

Unfortunately, these methods did not accomplish our aims which then caused our response to escalate to primary control methods. The primary control methods utilised included control techniques and handcuffing. Fortunately, these were successful, and we did not have to escalate our control methods any further. While it was regrettable that force had to be used by ourselves at this incident, I was mindful the whole time of the delicate situation and the mental health aspect that was present. I felt that due to this issue it was critical that we calmed the victim down after we gained control and reassured him of what was going as we are only there to

support their health, and not there for any criminal reason. After we had sat down with the male we helped alleviate any concerns that he had, and re-established our rapport with him.

After a few hours of waiting had passed at the 136-assessment suite, the mental health doctors were finally ready to assess our male. This whole process was an eye-opening experience for me during my tutorship phase, as it was the first mental health call that I had attended and prior to this I had no experience with dealing with people who are vulnerable due to their mental health before this incident. I did not consider how arriving at a mental health centre might affect someone who is there involuntary, as people can find it “depersonalising, threatening and socially alienating and may perceive it as a person failure” (Knoll, 2012). This is why it was so important for us to make the person we were dealing with feel relaxed as possible, as this environment was very new to them and was causing them to feel unsafe and even more vulnerable than they already were. Our final actions that we undertook with this incident was to help with the risk assessment for the staff before the males assessment. As the detained person was no longer showing any resistance and was happy to be assessed at this point in time, the staff were happy for officers to leave, and they then took over the care of the male. This was the earliest reflection of our communication skills and conflict management because of the fact the detained person was no longer resistant, and he was now communicating positively, it shows that the tactics that we employed were effective in reducing aggression and lowering the levels of resistance shown.

After returning to the police station upon dealing with this incident, I had time to reflect on the use of communication and conflict management during the write up of the occurrence. I believe that the tactics deployed were all effective in their use and were a considerate response to the level of aggression and resistance shown to officers. Every action I took was a reflection of the code of ethics, which was considered throughout the whole incident, as within the code of ethics it states that “you must only use the minimum amount of force necessary to achieve the required result” (College of Policing, 2014). Our force that was used was not only effective, but it was also the minimum amount we could use. After considering areas of improvement, I have found that the area which we could’ve explored more was trying to explain what was going on to the male earlier than we did. This wasn’t considered initially as it was not known what had been discussed with the male before we took over custody of him. The desired outcome for officers at this incident was for the male to be seen by mental health staff, which

is what happened after some time waiting. As we were not present for the assessment itself, we do not know what decision was made in regard to his further care.

The diversity aspect of the incident was the mental health factor that was the main foundation of the occurrence. As reflected upon earlier in this essay, the mental health and wellbeing was at the forefront of our response and it was handled with professionalism and care, and the male was safeguarded fully while we had custody of him. He was never left alone by officers and was kept in a place of safety until the hospital could take over his care as a relevant place of safety, which is defined in section 136 of the mental health act (The National Archives, 2017). After we were no longer needed to keep the male at the place of safety, we had no further use for our presence which is when we were stood down.

In conclusion, after reviewing the whole incident thoroughly and reflecting on the relevant factors of our use of force and our consideration and care put into the diverse issue of mental health, I am satisfied that I dealt with this incident correctly and properly as would be expected of me not only from the code of ethics, but from my force's policy as well. The areas that I have identified for improvement have been in relation to communication, as next time I deal with a situation that is similar to this I will build a rapport and use effective explaining techniques when dealing with someone who is sectioned under the mental health act. I will also endeavour to improve on identifying when someone is using their emotions rather than a rational method of thinking, as trying to communicate with someone rationally while they are thinking emotionally, which is likely to be the case with a mental health call, is not effective as they do not see logic as clearly as you might expect them to.

Word count – 1464

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:

Inherently, frontline policing deals with a huge number of victims and offenders as this is the nature of the job. When a member of the public calls the police, they are most likely doing so as the victim of a crime or a witness to a crime which, a majority of the time involves an offender. During my tutorship period I have found myself being the main point of contact for a large number of victims which, while expected, is a stressful responsibility to bare, as the people you talk to expect that you know the answers to all the questions they might have, and a lot of the time you do not know.

As a police officer on a response shift, it has been my role to be, in a majority of circumstances, the first face members of the public see after they have called the police on 101 or 999. While this can be very significant to a person, what is even more significant for them is being the officer who deals with their case from the initial report to its finalisation, whether that be a court case or no further action. Some of the most difficult moments in the job I've experienced are telling victims the unfortunate news that their case won't be brought any further due to lack

of evidence, which can be incredibly difficult for them and for the officer telling them, as the officer has no control over the decision to pursue a case or not (College of Policing, 2022)

Out of the many calls I have now gone to, one in particular strikes me as the perfect example for not only dealing with my victim in a significant role, but also how I have engaged my force's policy in relation to vulnerabilities. The incident was reported to police through 101, and it was an arranged appointment which myself and my tutor attended. Our victim was a vulnerable male who suffers with schizophrenia, amongst other mental disabilities, and he was reporting a fraud which his carer noticed. The reason that we decided that it was a fraud was because the suspect had falsely represented himself as the victim to the bank, allowing him to gain access to the online banking. Fraud by false representation was the perfect fit for our suspects Modus Operandi, due to the points to prove within the offence (National Archives, 2006.)

As the victim in this incident was very vulnerable and did not fully understand the scope of the crime that had been committed, it was all the more important that he was safeguarded properly, in line with the codes of practice. Another factor that was also considered was making sure the victim was properly given his victims' rights, these mandatory to inform the victim; (College of policing, 2021) Victims rights are crucial in an incident like this where our victim was vulnerable, as without them they do not have access to the support that comes part-in-parcel with them. As there was no witnesses to the crime that were disclosed to me, we could not apply any relevant witness care which is available to witnesses but that is not to say that it was not considered.

When we initially attended the address of our victim, as mentioned previously we completed all of the necessary actions, such as recording the crime and making sure he was aware of his victim's rights. However, after an investigation is started a victim still needs, and is entitled to, help and support, which is victim right number 4 as set out by the victim code. The link between 4 and 6 is crucial, as number 6 is the victims right to be provided with information about the investigation (College of Policing, 2021.) Whilst I have been the officer in-case for this incident, I have made it my responsibility to update my victim at least once every shift set, have which has benefits for both the victim and for the police. The first benefit is for the victim, as the feeling of not knowing what is happening with the investigation is not a positive one, and can lead to uncertainty, fear and lack of trust in the police as they might gain the feeling

that their case is not being brought forward. This is negated by the victim receiving these updates. The second benefit is for the police force; Rapport building, as discussed in a previous essay, is crucial for the police in many aspects of policing. One of the most common uses for a rapport within the context of policing is for increasing the amount of information provided by witnesses and victims, as it can increase trust and produce more cooperation (Abbe & Brandon, 2014). The rapport that I have built with the victim of the crime has allowed me to gauge what further support I believe he needs. It has become clear to me through this that he suffers with communication and his ability to use language clearly, allowing me to implement support strategies which I may have otherwise not realised were needed.

Getting a victim to attend court and give evidence is one of the biggest hurdles a criminal proceeding has to take. I have found from talking to other officers and through my own experience that victims often struggle with the idea of attending court and giving evidence in front of barristers, judges and members of the public. Officers have a responsibility in support a victim throughout an investigation, but sometimes due to the nature of the crime and the lack of resources available to shifts, the victim care unit will take the lead with contacting the victim. This allows a victim to gain access to more areas of victim support. Supporting a victim through the initial report and investigation is only half of what is needed however, as some victims inevitably have to go to court and the criminal justice system, which can be a daunting and frightful experience for someone who isn't a victim, let alone someone who has experienced a traumatic crime. As the victim I was dealing with in relation to the fraud was vulnerable and was at risk of being exploited further, we decided to offer him the option of applying to the courts for special measures. These are measures that can facilitate the gathering of evidence from people who are vulnerable or intimidated, and there are numerous different measures available (Crown Prosecution Service, 2021.) Whilst we as officers are responsible for offering the possibility of these to victims who meet the eligibility criteria, unfortunately we do not make the decision as to whether or not the victim will receive them. That decision is made by the Crown Prosecution Service. So, whilst I applied for special measures for my victim, as this case has not yet been brought to trial it is currently unknown whether or not they have been granted.

Reflecting on the support that our victim has been offered has allowed me to fully gauge what support to offer to victims in the future, and how to signpost victims to access the support that they require as quickly as possible after a crime has been committed. Whilst I have followed the victim code in line with the correct procedure and force policy, I believe that the quality of service that an officer gives to their victims is what makes the difference between a good officer and a great one. That is not to say that I have provided a poor quality of service in the crime I have reflected on in this essay, as I have engaged with my victim and engaged policing values, one of these being the value of public service as I have endeavoured to improve public safety by making sure that the victim of this crime is not exploited in the future.

In conclusion, I can identify a few areas of improvement in relation to my victim support. It is clear that I can signpost victims to a broader range of support that is available to them, such as connect Gwent. On this occasion, whilst I have signposted them to relevant agencies, such as action fraud, I have not given them a comprehensive list of what's available due to my lack of knowledge. I know now what support is available for victims and believe I am in a better position after dealing with this crime to allow victims to receive it. That being said, I am satisfied with how I have dealt with my victim on this particular occasion, as they have been updated very regularly with details of the current stage of the investigation, and have received help from agencies that have had relevant information shared with them, such as social services after a public protection notification was submitted on behalf of my victim.

Word Count - 1473

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:

The National Decision model, as the name implies, forms the core of every single decision that is made within a policing context, and the decisions made by anyone working within the police force, ranging from a frontline PC all the way to the Chief Constable. It allows officers to come to best and most practicable decision in a short amount of time, and as long as officers can prove that the NDM has been used and the decision they made can be justified, then their decision will be respected by more senior officers.

The NDM is a simple breakdown of how decisions are made by police officers. It allows an officer to consider all the elements of a situation, break them down into pieces, and come to a decision based on those elements. It also allows an officer's decision to be compliant with the general policing principles (College of Policing, 2014). Every decision I have made during my tutorship that has been related to policing has been made using the NDM, whether it is something as simple and risk-free as deciding to send a referral to a partner agency, or something as risky as using tactical communications when dealing with a violent offender. This

shows the complexity and usefulness of the NDM, due to its incredibly diverse range of applications within policing.

The situation that included a thorough and consistent use of the NDM which I will be reflecting upon in this essay was a case of sexual touching which was perpetrated by a child to other children. When we initially attended the scene, the people present informed me that the suspect had ran away as soon as we had arrived and suggested to me that he wasn't that far away. After discussing with my colleague I decided to do a quick search for the suspect, where I eventually located him. After dealing with the victims and the suspect separately, we contacted our Sergeant and a Sergeant in the CID unit due to the seriousness of the crimes disclosed and the age-range of the victims and suspect. Witness interview Booklets were completed for all the victims, and witness details were collected. This was eventually passed onto CID for them to take the lead on, but we dealt with the initial investigation and attended in the first instance.

From the outset, as soon as we received the call from our dispatch to attend, I found myself already engaging the NDM as I used it to decide on the options we had available to us from the initial call information that had been passed to us by our control room, which is part of the usefulness of the NDM as it is scalable. (Richard Laws, 2022) The information that they passed to us was very brief and did not detail much specific other than that a young teenage girl had been sexually touched by a teenage boy of the same age. As I had not dealt with the male before, I asked our control room to do a PNC and niche check on them, which formed stage one of the NDM, which is to gather information and intelligence. After the control-room got back to me with the information I had requested this allowed me to form stage two which was assessing the threat and risk from this information. I continued this cycle until we arrived at scene, at which point further information was disclosed to us which led me to start the NDM cycle again to form my next action. Once I had located the suspect and he had disclosed his side of the story, I waited for my colleague to inform me what the victims accounts' were, which led me to use the NDM again to come to a decision with what action to take with the suspected offender.

Whilst using the NDM to come to a decision with what action to take with the offender I found myself using discretion without even realising it. Police discretion is an officer's ability to have leeway in a decision that impacts people they are policing. (Jim Treebold, 2018) Without discretion then, it would be clear that I would've had to arrest the suspect straight away as I

would not have the power to make any other decisions with how to proceed. This is a dilemma that I have found myself facing in my role as a police officer quite often, as I have to come to a decision, using the NDM, that not only balances the needs of people that need to be safeguarded, but one that is possible with the resources we have on the shift, along with any other relevant factors all whilst using information that can be very limited a large portion of the time. Indeed, Simon Bronitt writes that officers have different needs to balance which can effect a police officers discretion with some magnitude (Bronitt & Stenning, 2011)

Eventually, after using the NDM and discussing with sergeants and colleagues, it was a collective local force decision not to arrest the suspect due to his age and vulnerabilities as it was incredibly unlikely that custody would accept detention of a very young teenager. After we had taken a Witness interview booklet from all the victims, and arranged for them to have an ABE interview (achieving best evidence) we then had to start the initial recording and referrals of the incident which would form the very start of CPIA procedures, which are essential to the role of policing. The criminal procedure and investigation act 1996 is what defines a police investigation, and sets out what may start a police investigation (College of Policing, 2013.) It is what gives us guidelines in how we are able to keep information recorded and retained and what we must reveal to the defence in relation to a court case and a police interview of a suspect.

As mentioned in the essay earlier, the CPIA procedure starts as soon as any information is recorded which can be anything ranging from a pocket notebook entry made by an officer, or to when a job is wrote up and recorded in Niche, which is Gwent and South Wales police's centralised information recording software for incidents attend by police. A common practice I have observed is officers believing that the only relevant information to a case is that which proves the offence that has been reported, which is not the case. The codes of practice of the CPIA state that negative material, that which disproves an offence or argues against it, is often relevant to an investigation and if such it must be recorded (Ministry of Justice, 2015) While this was not relevant for our initial recording of the circumstances, it is always important to consider and record and relevant information that may be apparent to officers. This information is also relevant when it comes to the disclosure of information to the accused in court, as they must be disclosed all relevant used and unused material at some point.

In reflection of this incident, it was important to me to consider and evaluate any bias that, whilst not being apparent to me at the time, could have impacted my decision-making using the NDM. This bias could be something obvious such as wanting to prove someone is guilty just because an officer does not like them, ranging to something as hard to manage as an unconscious bias towards a particular group. As this was one of the first situations I had dealt with during my tutorship, I felt that part of me struggled to believe that a child as young as the one who as the suspect could be the perpetrator to something as serious touching, which could be seen as a bias of believing children that could've impacted my decision making. Whilst I can identify something like this, an unconscious bias would be incredibly difficult for me to identify them as you cannot consciously connect with them as they are an unconscious thought (Rebekah Kuschmider, 2021)

In conclusion, recording this incident has allowed me to reflect on it from start to finish and evaluate what actions I took using the NDM, and how my recording of the incident is related to the CPIA. I believe that my use of the NDM was in-line with relevant policing practices and reflected the Code of ethics outlined by the college of policing. For improvement, I have identified that there may be some possible bias within my decision making which can be worked on but is not a major fault. Overall, the NDM and CPIA code of practice are two very important and well-utilised areas within policing, and my research has led me to believe that they are so significant that the way the police force works in the UK would be very different if these two pillars of policing did not exist.

Word count – 1481.

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
Communication Skills. While I do not believe my communication with members of the public is bad, as my tutor has commented that it is satisfactory, nevertheless I would like to improve this.	I will treat people on a more individual basis rather than in a pre-determined way. For example, I will try and give answers which are tailored more on a personal level rather than them being synonymous with a call-script.	I will be able to find support through my tutor and listening to the way in which he communicates, as well as doing the same with my other colleagues on shift. This will allow me observe how different officers talk to people and will facilitate my ability to get a diverse image of how to speak to someone in the best possible way.	This is currently on-going, and most likely will be for the remainder of my probation. While I may be able to communicate well with someone at a sudden death, it does not mean I will be able to at a scene which I have not dealt with previously, and thus I will be learning for a long time.
Attitude on-shift. It has been pointed out to me that sometimes I come across as if I know everything, which is obviously not intentional but is an area I want to improve on to not have this image associated with me.	Being more considerate in my approach professionally within the workplace and implementing different strategies to how I communicate with colleagues and seeing which has the most positive feedback by gauging people's responses.	The number one person who can support me in this area for development is myself, as it is my attitude that I want to improve. I will also endeavour to ask some colleagues on my shift about how they feel about me and my attitude during work.	I will self-review every month for 3 months and evaluate the result near the end of the three months. If I believe that my perceived attitude has improved by this end-date then I am satisfied that I have achieved my goal and my deadline.
Understanding how different departments operate. I feel like I can't appreciate how the	Go onto any available attachments to different departments to experience their role first hand, such as CID or	My Sergeant first and foremost as she will be able to book me onto attachments if I request them. If I express my	This is a long-term time-scale as attachments to departments are rare and, even when they come up it is not always possible

different departments within the job work without talking to someone from them about the role or observing it.	traffic. For roles where attachments aren't available, such as firearms or dogs I will supplement this by talking to people who are active within them and discuss their role and what it entails with them.	interest in them she will look for space on one for me. Secondly, as mentioned previously, members of other departments, and especially Sergeants of other departments are key in supporting me here. I can speak to them.	to get on them due to shift requirements and such. My goal is to have done a few attachments by the end of my probationary period in around 2 years.
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