

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

CONTINGENCY REGULATIONS MARCH 2020

In light of the current COVID-19 situation the university, along with all HEIs, have put in place contingency plans for student assessments, learning and progression. These have been done at a senior level and in line with the QAA and endorsed by the College of Policing.

As a result, the two workbooks that would have been completed as part of your course are now combined into one.

Workbook title: Competency Based Workbook (1 & 2 combined - PCDA)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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Learner's University Registration Number: 1910646

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 and 2 (PCDA)

Module title: Policing in the Workplace 2 (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):

Workbook1 and Workbook2 combined cover these areas:

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Vulnerability and risk
- Understanding the police constable role
- Conducting investigations (Interviewing suspects)
- 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.

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
Task 5	Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.	1500
	Bibliography	
	Development Plan	This plan and signed OPP is equivalent to 1000 words
	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	
	Confirmation of Confidentiality and Plagiarism	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Focussing on your initial 6 months of learning and/or your tutorship, reflect on the coping strategies you have applied to develop resilience and minimise stress when adapting to your role as a constable within the workplace (e.g. nature of the work, organisational culture, shift pattern, pressures of work and joining a new team).

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

ANSWER:

Eustress is defined as ‘Something that you perceive to be within your coping abilities and it feels exciting’ – (McGuinness, 2020). Within this assignment I will use Johns Model for Structural Reflection to reflect myself as a student constable and on my practice during initial training. From reading an article in Police Magazine, James Arey quotes “Without proper outlets, stress can begin to take its toll on the human body” – (Arey, 2020). The coping mechanisms I used so that I did not become stressed was through daily exercise, retaining a healthy work and personal life balance, and seeking support from colleagues and trainers to consolidate my learning.

Having always been a very dedicated and hard-working person, when beginning my initial training I took on a personal responsibility to ensure that all my classroom work, practical assessments and exams were completed to the highest possible standard. I began by implementing a work strategy that had worked previously for me when revising for my assessment centre for Police Constable. I would re-read over notes and handouts highlighting key parts, write out the information repeatedly so that I could remember definitions from memory, and draw diagrams, mnemonics and acronyms. Having previously worked as a Police Community Support Officer, external support was always given from colleagues who had been through initial police training themselves. Advice regarding time management for exams, note taking during interviews and ways to remember force procedure and policies gave me a beneficial starting point to improve my knowledge. Throughout training I researched how stress effects police officers differently and how stress doesn't always have to be seen as a

negative factor. From reading Policing in Modern Society, Bruce.L Berg quotes, “By adopting a positive attitude, one can convert unpleasant stress into productive and pleasant stress” – (Berg, 1999: p.390). By adopting this strategy it allowed me to stay calm when learning difficult topics and not to get overwhelmed, thus allowing me to gain a better understanding and assist other students who were also struggling.

Due to myself not succumbing to stress or high levels of anxiety approaching my final exam, I believe I became too comfortable with my understanding of the topics and therefor did not revise as diligently as I did for previous exams. This was then reflected on my pass mark. From reading an article by Rick West in which he quoted “A comfort zone is a beautiful place, but nothing ever grows there” – (West, 2017), It became clear that I had in fact become too complacent with my knowledge, and had not pushed myself to my full potential. If I had used an alternative strategy such as revising more leading up to my final exam, the consequences could have been that I received a better end result and improved my learning.

Over the previous 6 months I have learnt everyone experiences stress to variant degrees and how each person responds differently. It is how you manage that stress which is key to ensuring that you can remain productive and resilient while under pressure and not allow that stress to become debilitating. From my personal experience, I feel sometimes a small amount of stress can be a beneficial factor, as long as it's managed appropriately by using effective coping strategies and seeking support when required.

(545 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:

Substance Misuse is defined as 'A patterned use of a drug in which the user consumes the substance in amounts or with methods which are harmful to themselves or others, and is a form of substance related disorder.' - (National Health Service, no date.) Within this answer I will be using Driscoll's Model of Reflection and Colonel Coopers Awareness Cycle to discuss the impact substance misuse had on a user's behaviour and the way in which my colleague and I responded to this individual. The incident I will be discussing relates to a call received for a male causing a disturbance in the street, during the early hours of the morning, which resulted in him being arrested for Drunk and Disorderly. I will also be discussing why the use of force was used to gain compliance. Having not experienced many confrontational situations so far in my policing career, I have decided to focus on this particular incident as I feel it was an

important learning experience and will inform my actions in similar situations in the future.

Following a busy night shift dealing with numerous incidents and completing occurrence reports, a call was received at approximately 06:15am, regarding an intoxicated male in the street. The male was causing a disturbance by shouting and screaming and then began to make threats to neighbours. Prior to the call being passed to me, I was in the Condition Yellow, this condition is defined by Rosenberg (2011) as 'Relaxed alert. No specific threat situation. In a relaxed but alert manner.' (p.52). Officers were deployed on a Grade 1 Emergency Response due to the male's threats and behaviour. While on route to the location, I carried out a person check on the male which showed a result of 30 Warning Markers, including violence, weapons, drugs and mental health. The reason I felt it was appropriate to undertake a person check prior to attending the location, was due to the report of him being intoxicated and making threats. I wanted to establish whether the male was prone to carrying out threats or cause harm to others, including myself and tutor.

On arrival at the location, I witnessed the intoxicated male walking down the street shouting and swinging his arms. As the male saw the police vehicle arrive and officers exiting, he became verbally abusive in the general direction of myself and tutor and then proceeded to walk towards us. Due to the male's body language I then moved to Condition Orange, defined by Rosenberg (2011) as 'Specific alert. Something is not quite right and has gotten your attention. Your radar has picked up a specific alert.' – (p.52). I then used verbal communication in an attempt to stop the male walking towards me and to listen to my commands. The male replied that he was fine and only wanted to pass officers to go home. Considering Mehrabian's Communication Theory it was apparent to me that despite his verbal communication, his tone of voice and body language was suggesting that he was irate and ready to fight. The male then used a vehicle as a barricade between himself and officers. Whilst continuing to use verbal communication to calm the male, I walked alongside one side of the vehicle and my tutor the other. Seeing that there was no way out, the male decided to advance on my tutor constable who was situated in front of him and attempted to push past him using force. When contact was made between the male and my tutor, a physical

altercation began. I then moved to Condition Red, defined as 'Condition Red is fight. Your mental trigger has been tripped.' - (Rosenberg, 2011: p.53). I then approached the male taking hold of his left arm and used sufficient force to place his arm behind his back into an entangled arm-lock, while my tutor applied handcuffs in the rear stack position before checking for tightness and double locking. Whilst still using verbal communications, I informed the male to calm down and stop resisting. The male continued to be verbally abusive and made threats to harm officers if he wasn't released. The male was also kicking out, making threats to bite officers and attempting to escape. Myself and my tutor then took hold of one arm each and escorted the male to the rear of the police van to transport him to custody.

The key aspects for me during this incident were to control the risk the male was posing to himself, myself and my tutor whilst attempting to use negotiation skills to prevent the use of force. At the time, due to the male's erratic behaviour after being placed in the police van, I felt it was crucial to try and build a good rapport with him. In doing so I wanted to reassure him, calm him down and establish what alcohol or substances he had consumed, prior to arriving at custody. Considering Betari's Box, despite the male continuing to shout at me I remained calm and collected, used a positive attitude and calming voice. The male's behaviour rapidly improved to the point he disclosed he had consumed a small amount of alcohol, however he had taken multiple substances which resulted in mood swings. The use of crack cocaine impacts on a person's behaviour and can result in mood swings. This was highlighted in research by David F.Allen and James F.Jekel that outlined 'Both the continual search for the original high, and the attempts to avoid depression, lead to binging on crack. Binging involved repeated administration of crack, producing frequent mood changes.' - (Allen and Jekel, 1991: p.22). I felt I played a fundamental part during this incident, as I was able to obtain information regarding the substances the male had taken and was able to inform the custody sergeant in advance. This then allowed the custody sergeant sufficient time to prepare for the males arrival and possible drug related behaviours. Between the incident taking place and now, I have had time to reflect on how I handled the situation and whether my decisions at the time were appropriate, and if I would make any changes next time. From this reflection I feel my actions were quick and beneficial for both parties, as I was able to contain the risk while

accommodating the wellbeing of both the male and my tutor. Discussing the incident with my tutor on route back to the police station after custody, we carried out an informal debrief where we discussed the incident and what was good and what could I improve on. My tutor informed me he was happy with my fast response to the volatile situation and felt that the way in which we handled the male was appropriate, proportionate and positive.

Following this incident there have been no implications or consequences due to myself and tutor following force policy and procedures by wearing Body Worn Video. This video captured the initial attendance of officers, the male's aggressive behaviour towards officers, and the attempts of officers to use tactical communications before force was used. In our written statements following the incident, both myself and tutor were able to justify why such force being used on the male was proportionate and necessary, insuring the safety of officers and the male.

On arrival at police custody, the male appeared calm and complied with officers when being escorted in to the holding cell. However when inside the holding cell, the male's behaviour changed and he began screaming to himself, and made threats to bite officers and spit at them when the doors were opened. Due to the male's further threats to spit and bite officers, it was decided by the custody sergeant that it would be in the best interest for officers and staff to perform a cell extraction to minimise any further risk. As the threat of contracting Covid-19 is a legitimate risk to everyone in the current climate, all officers and staff were required to wear further Personal Protection Equipment (PPE), such as mask and gloves prior to opening the holding cell to minimize the chances of contamination. On reflection of this incident (having recently completing a questionnaire on the use of Spit and Bite Guards), if I was faced with a similar situation I would consider utilizing a Spit and Bite Guard immediately after the male's initial threat to bite officers. I would consider doing this in the future, in order to minimise the risk towards other officers and staff in the custody suite.

(1417 Words)

Task 3

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

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

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

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

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

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

ANSWER:

A victim is defined as 'A natural person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence' - (Crown Prosecution Service, 2015.). Within this answer I will be using Barton's Reflective Tool to discuss my initial interaction with a victim of crime and how I supported them step by step through the early stages of investigation. This incident is in relation to a report of an intoxicated male in the middle of the road, making threats and possibly in possession of a knife which lead to him being arrested for Section 39 Common Assault, 1988 and Section 4A Public Order, 1968.

During week four of my tutorship, control room asked for any double crewed units in possession of Personal Protective Equipment (PPE) to attend an ongoing issue in the area, whereby an intoxicated male had jumped out in front of a moving vehicle, making threats to the driver, reaching in to his pocket and stating he had a knife before advancing on the driver. Whilst on route to the incident I utilized the National Decision

Model (NDM) effectively by gathering as much information regarding the incident as possible, this included who the reporting person was, did they know who the intoxicated male was, a description of the male, what was happening now and who else was present at the location.

When officers arrived at the location I identified a single vehicle stationary in the middle of the road, a male and female outside the vehicle and by-standers in the surrounding area. My priority at this time was to establish what was happening, whether the intoxicated male was still present and to safeguard members of public in the surrounding area. By establishing the male had made off prior to officers arrival, I was able to take my time and speak to all persons present in order to gain a clear description of the male and the general direction he made off towards. By doing this I was able to gain a photo of the intoxicated male from the reporting person's mobile phone and pass observations to other units in the area and CCTV operators whilst I dealt with the victim and conducted early lines of investigation. Knowing that early interaction was crucial, my actions to start the lines of enquiry were to build a rapport with the victim, communicate clearly and listen to what they were saying, identify if they were vulnerable or intimidated and support any needs they required. By speaking to the victim it was established that the male had in fact spat at the reporting person which struck him to the face and made threats to stab his wife who was in the car. Now that I had established there was two victims in this incident I prioritised gathering all relevant information independently from the reporting person before speaking to his wife. When speaking to the second victim I established that she was heavily pregnant and shaken up due to the fact that her young daughter was present during the incident. From building a good rapport, I maintained conversation with both victims and reassured them and updated them of my lines of enquiry. I then made the effort to approach the young daughter in the vehicle to conduct a welfare check and see how she was feeling. Following the welfare check I was happy that all information needed from the reporting person and his wife was accounted for. My next questions were in relation to whether or not they were happy to provide statements and attend court if required, both parties were happy to give statements and passed over details for myself to make contact with them later on that day. Now that the situation was

changing and more police presence was in the surrounding area, the threat of the intoxicated male returning was now reduced, therefore I was happy for the victim and his family to leave the area whilst I carried out further lines of enquiry regarding the investigation.

Following an extensive area search and further enquiries, I have returned to the police station to update the incident log and circulate the photograph obtained from the victim's phone to other officers in attempt to identify the male. One of the officers on my team was able to positively identify the male from the photograph, therefore I obtained an Identification Statement from him and linked the possible suspect to the police log. My consideration now turned to obtaining statements from both victims and support them through the early stages of the Criminal Justice System. Due to Covid-19 being prevalent at this time and the risk of contamination through close contact being high, I was aware the female being heavily pregnant was in the Vulnerable Category therefore causing implication to obtaining a statement. My decision now was whether to attend the address wearing full PPE, gloves, mask and goggles so that I could obtain a statement and explain the court process in person, however my main priority was the welfare of the female and her child and not putting them at risk. Following a short discussion with my supervisor our new force policy outlined that statements could be obtained over the phone to minimise personal contact during this pandemic, I then decided by not attending the address I was reducing the chance of any contamination and risk to the family.

I have contacted the victim a short time later to conduct a welfare check and ask how all person involved were feeling and if they were still happy to give statements in relation to the incident. Both victims were happy to give statements via phone call, therefore I asked to speak to each person independently so that both statements obtained described the incident from their own personal point only. Once both statements were taken, I read back through it to each victim to ensure everything was true and correct any errors first made. By following the victim's code of practice, I informed the victims of the rights they have under this code. I explained to both victims that I would keep them informed of any progress made by police in the matter, asked if they wanted to be made aware when the suspect was arrested, if they required any

special measures of support when giving evidence and explained the Victim Personal Statement.

Now that both statements had been obtained from the victims, an identification statement had been obtained by officers and a possible suspect was identified, I then considered arrest enquiries at the earliest stage. Due to the male possibly being in possession of a knife and the risk it may have on the public and officers if he was still carrying it, I ensured I was in possession of all the correct PPE including, handcuffs, baton, PAVA spray and body worn video. Prior to leaving the police station I considered what else I may need to know about the suspect and therefore I carried out a person search on the possible suspect noting any warning markers he had, addresses he resided at or attended and any relevant intelligence. When driving down one of the main roads, I noticed a male matching the photograph I had obtained earlier that day standing in a takeaway entrance having a verbal altercation with another male, my priority now was to exit the vehicle and detain the male as quickly as possible to prevent any chance of him reaching in to his pockets and reduce the risk he imposed. Knowing the male had made previous remarks to stab the victims and that he may possibly still be in possession of a knife, by carrying out my actions and quickly detaining him, the consequences could have been he had chance to reach in to his pocket and cause significant harm to myself, tutor or any bystanders. Subsequently the male was detained, arrested and placed in the rear of a marked police van with no further issues.

Once the male was conveyed to custody and his detention authorised, my first consideration was to contact the victims and inform them the male had been arrested and was currently in police custody. I then explained to them the process of interview, whether he would be charged, bailed or remanded and asked if they had any questions or concerns to which they had none. I informed the victims that I would contact them again at the earliest stage should any relevant information come to my attention and passed my contact number to them in case they had any questions or concerns in the meantime. The following day I have kept the victims updated and informed them that the male had been cautioned at this time for the Assault and there would be no requirement for them to attend court at this time. On reflection, I believe from the

earliest stage of investigation and contact with the victims, I played a significant role in reassuring them, keeping them fully up to date and accounting for any needs or concerns they had.

(1515 Words)

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

Officers discretion is defined by John Kleinig as – ‘A public officer has discretion whenever the effective limits on his power leave him free to make a choice among possible courses of action or inaction.’ (Kleinig, 1996:2). Within this answer I will be discussing how during early stages of my tutorship, I was able to apply discretion when dealing with a suspect in relation to an incident contrary to Section 1 Theft Act, 1968. I will be using Gibbs’ Model of Reflection to explain how by using the National Decision Model (NDM) my discretion was appropriate in this incident, and how utilizing person checks prior to dealing with suspects can assist front line officers.

During week four of my tutorship, I was tasked by my supervisor to conduct outstanding enquiries in relation to a Theft that took place the day before. From reading over the initial call made by the reporting person and the questions already asked by the police Initial Response Team (IRT), it appeared that this suspect was a regular shoplifter. He was known to the store, CCTV and eye witnesses were available and the items taken were retrieved after the male left the store. As these facts were known, the incident was graded as a Grade 4 response, which requires contact to the reporting person/victim to be made within 24 hours and a scheduled response within 72 hours. Due to the high call volume and priority calls coming in, I contacted the victim who was the store manager by telephone to inform him I was the Officer in Case and that I would be dealing with all lines of enquiry. I then scheduled a suitable time and date for me to attend the store in order to obtain a Witness & Loser Statement from him and to seize a copy of CCTV.

After attending the store and obtaining all relevant information, I was given the name of the suspect who was responsible for several attempted thefts at the store. During this time I was thinking of what lines of enquiry would be best suitable for this particular incident and what further information I would require before making my decision. By reviewing all the information I had gathered, I then uploaded it all together and created a Case File on our police system. At this moment following the NDM, I was still at the Gathering Information and Intelligence stage. Therefore I carried out a person check for the male responsible and identified relevant information including the social context of the males past and present overall circumstances, his warning markers for being alcohol dependent, that he suffers from Cirrhosis of the liver and that he has numerous occurrences linked to him for shoplifting. In accordance with the Criminal Procedures and Investigations Act, I then reviewed all the information I had obtained and occurrences linked to him and established that the majority of his previous attempts for shoplifting all involved a small amount of alcohol which amounted to no more than £20.

Due to the male never showing any aggression towards staff members at the stores he had attended, I considered the threat and risk to be standard at this time. I sought advice from the tutor in relation to what working strategy we could consider for this

incident and what methods of policy other than arrest were appropriate. The reason I wanted to seek advice in relation to alternative methods, was the heightened risk of cross contamination between the police and members of the public due to the Covid-19 pandemic. I felt it was appropriate in the current climate to seek advice for alternative methods of dealing with the suspect, due to the low level offence the male had committed and also all goods had been retrieved by the store manager. My tutor informed me the male could be applicable for a Voluntary Attendance. A voluntary attendance involves an Interview in a police station, whereby the suspect comes in voluntarily to assist in the investigation and they are not under arrest. The attendee has all the rights under a regular interview whereby they are entitled to seek independent legal advice and can leave the police station at any time, unless or until they are arrested. From evaluating the experience, the benefits of using an alternative method other than to arrest was that it saved time for officers involved. As they would no longer need to arrest the male, convey him to custody, and build a case file before interviewing. This would also be a safer method to take due to Covid-19, as it would be reducing the amount of possible cross contamination. One negative factor relating to this matter, involved managing the offender and the amount of time it took to get hold of this male and organise a suitable date for him to come into the station. Between making phone calls and attending multiple addresses linked to the individual was time consuming for myself and tutor especially, when answering numerous calls due to the high call volume and the absence of officers working on response.

Having worked for South Wales Police for two and a half years as a Police Community Support Officers prior to joining as a Police Constable, I was aware of the core values of South Wales Police which were to be Proud, Professional and Positive in everything you do. When reflecting on this occasion, I believe when dealing with this particular incident I have demonstrated the core values of South Wales Police by following force policies and procedures when conducting a thorough investigations. By beginning the investigations with a positive attitude, I was eager to learn from my tutor and other officers how they begin investigation and if there were any methods they used which I could adopt in my own practice. Taking the lead on this occasion I made a decision on what lines of enquiry I would carry out before liaising with my tutor, to ensure I was making the appropriate choice at that time. By following force policies and procedures

I knew each of my lines of enquiry would need to be for a valid reason and I must take positive steps in the investigation. By both establishing key points of the offence and disproving any false remarks or errors first made, I was able to eliminate any form of bias when making decisions. Being an employee and representing South Wales Police both in and out of uniform, I ensure that whenever I come into contact with a member of public I leave a positive first impression and that I would present as being proud of the work I am doing. When first meeting the reporting person, speaking to any workers at the store and victim contact over the phone I ensured that I was speaking in a polite manner and that I built a good rapport, which in turn would aid my investigation. When completing any tasks such as carrying out CCTV enquiries, taking statements and updating my reports, I made sure that it was done in a professional manner. This included ensuring the victim was being updated regularly, lines of enquiry were completed by the date set out and I was constantly liaising with my tutor regarding my work.

In conclusion I believe my approach on this occasion was both appropriate and within the best interest of the police and the public. Having been an operational Police Constable now for seven weeks, I've ensured I've maintained a non-judgmental mind-set, ensuring that I do not judge people from first interactions and instead consider the possible factors which are causing their types of behaviour. In an article by Mark Manson, he stated – "We all judge and measure each other by our own standards. Accepting this goes a long way in understanding others." (Manson, 2020:1). I have adopted this in to my style of policing, by understanding each person is fighting their own personal issues which others may or may not be aware of. It is our duty as officers to establish all the facts and support those who need support in life. Some offenders are also victims of their own battles whether it be alcohol dependency, medical illnesses or any other difficulties. Submitting a Public Protection Notification (PPN), could be an additional enquiry officers could carry out for the offender, in order to direct them or make them aware of support agencies available to help the individual. Although Voluntary Attendance was the method used by police on this occasion, should the male continue to carry out similar or other offences, this could result in him being arrested and going through the criminal justice system in an alternative way.

(1448 Words)

Task 5

Relevant areas of the National Policing Curriculum:

Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.

You must choose **a policing incident** in which you played a 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).

Explain your considerations in relation to vulnerability and your responsibilities for safeguarding individuals involved. Outline the police role in managing these factors to reduce risk. (Consider the personal vulnerabilities of the individuals involved, including situational/environmental factors that can result in risk or harm).

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:

Vulnerability is defined as 'A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation.' – (College of Policing, no date). Within this answer I will be using Gibbs' Model of Reflection, and discussing how front line Police Officers are utilized not only as emergency responders, but also as support services for victims and offenders of Domestic Abuse. The incident I will refer to involves the initial attendance at an ongoing disturbance which resulted in officers arresting for Section 47 Offences against a Person Act 1861 – Actual Bodily Harm (ABH).

During an afternoon shift, a report was received by police from a concerned member of the public regarding a distressed female, who was shouting out of her flat window

asking a male to leave her alone. This male was heavily intoxicated and kicking the flat door in attempt to gain entry. He then became verbally abusive towards bystanders and neighbours. Officers were deployed as a Grade 1 Emergency Response and urgent units present was required. On route to the incident, I carried out person checks on the persons linked to the incident. This was to identify who the persons were, any previous interaction with police and any warning markers for myself and colleagues safety. Prior to arrival, I established the two parties were involved in an abusive relationship and had warning markers for Domestic Abuser and Victim. This information allowed me to consider the manner in which I would communicate with the parties.

When arriving at the location I identified a male matching the description given by member of public, being restrained on the ground. Following 'Colonel Coopers Awareness Cycle', my awareness heightened from Yellow to Orange as I had identified the threat and was ready to act. Due to the male appearing highly intoxicated and his behaviour towards myself and tutor, I utilized tactical communication to calm the male and reassure him it is within his best interest to comply with my instructions for his and my own safety. The male was subsequently placed in handcuffs and escorted to the police van in order for officers to establish what had taken place and begin the investigation.

From the initial call received, to detaining the offender, I was continuously going through the National Decision Model (NDM) in my head. From gathering the information regarding the male being intoxicated and already becoming verbally abusive, I assessed the threat and risk with my tutor in order to establish a working strategy. My original thought process was on arrival I would approach the male in attempt to calm him down and gather further information. However, on arrival from the information received from bystanders that the male was being restrained on the floor and my own observations, my priority now was to take action and contain the risk to ensure no further harm would come to myself, my colleagues and the offender.

Due to the history of domestic abuse between the parties it was crucial that prior to gathering information and discussing the incident with the victim, that I built a good rapport with her. Before entering the address to speak to the victim I considered the manner in which I would speak to her, whether she felt safe in her address and was she happy to talk to officers. On entering the address, the victim was sat on the stairs in a foetal position and highly distressed. I then made the decision to approach the female and ease her into conversation by greeting her, introducing myself and explaining the reason why I was present. The female being upset wanted to explain the entire incident to me from start to finish, therefore I utilized active listening skills to allow myself to concentrate fully on what she was telling me and understand the information. During this process I was making eye contact when required and nodding my head but not taking notes as my Body Worn Video (BWV) was recording. Following the victim explaining the incident I began step two of my investigation which was reflective listening, by using my pocket notebook. I took a first account from the victim and carried out a Domestic Abuse Stalking and Harassment (DASH) questionnaire to determine the risk to the victim. When taking these notes I would repeat back to the victim what she was saying to ensure all information I gathered was correct and allow her to correct any errors that were made. After taking the first account from the victim and gaining her signature, I had sufficient grounds to arrest the male for Section 47 – ABH. I then asked a fellow officer to remain with the female when I went outside the address to inform the detained male of his arrest and the necessity. On return to the victim, I began step three of my investigation which involved empathic listening, allowing the victim to explain to me how she was feeling, her concerns for the future and if she required support from other services. By using open questions with the victim I established that she had been in a relationship with the offender for over 20 years and could no longer live in those circumstances. I then explained to her that there are numerous support services available which can support her through difficult times and being a victim of domestic abuse. I felt it was crucial that this female was made aware of available support services who she could contact to receive support for her situation. This approach was highlighted by the previous Chief Executive of Women's Aid, where she stated 'Instead of asking why they don't just leave, support them to make the best decision for them' – (Ghose, 2018). As police officers, we are expected to

support our victims and take positive action in any domestic situation. In doing so in this situation, I referred the victim to available support services and gave her the relevant information to inform her decision regarding accessing support.

When reflecting on this incident, the factors I believe I could improve on would be further developing my knowledge of support services available to victims of domestic abuse and the numbers available for them to contact. I have researched a number of support services that operate within the South Wales and the surrounding area, which support both male and female victims of abuse. Through this research, I am now aware that Crimestoppers UK and The National Domestic Violence Hotline, offer a free and anonymous support by telephone or online reporting 24 hours a day, 7 days a week. I can now share this information with victims of domestic abuse, should they want to contact them now or in the future. Policing in the current environment, where Covid-19 is requiring persons to remain in their households and only leave for essential items, I am mindful that victims of Domestic Abuse could now be at higher risk of their perpetrators and may be unable to contact police. From the beginning of April, 2020, there has been an increase of 25% in reports to The National Domestic Violence Hotline. This was reported by BBC news presenter – Victoria Derbyshire, who hosted the BBC News with a domestic abuse hotline number written on the back of her hand. Due to it not being practical to attend calls on a daily basis with a contact number on the back of my hand, I would consider alternative methods for supporting the victims. I am aware from working alongside Community Safety Partnership in the past, that they offer business cards which do not display a domestic abuse hotline, but have a contact number directly to a support worker. It would be beneficial for me to have these cards at hand when attending an incident where it is known that domestic abuse is a factor or is suspected to be a factor. Another method I can use when dealing with victims of domestic abuse, is directing their attention to Clare's Law which was introduced in 2014. Clare's Law allows any member of public who suspects their partner may have a history of domestic violence to contact police via calling 101 or making an online report. A referral can be made by the victim, a close friend or concerned member of family to the police. A trained officer will then assess the referral and determine if the victim meets the threshold, the officer can then contact

the reporting person at a safe time to discuss any relevant information regarding the perpetrator.

In conclusion, I believe my initial approach to this incident was both professional and positive. The manner in which I dealt with the situation has resulted in me taking positive action. The actions taken from detaining and arresting the perpetrator and conveying him to custody, to safeguarding the victim by putting bail conditions in place both reassured the victim and prevented the perpetrator returning. The outcome of this incident was appropriate due to the victim scoring as High Risk on the DASH questionnaire and her concerns regarding any future incidents. I feel the positive actions appertaining to this incident were beneficial, as I received consent from the victim to submit a Public Protection Notification which may result in services offering her support now and in the future.

(1554 Words)

Development Plan; (equivalent to 500 words, note that this is not the actual number of words you need to use in completing the table. The ‘equivalence word count’ reflects the thought and research you put into it.).

As part of your reflective process, please use this table to aid you in identifying the next steps for development. (To be completed at the end of workbook completion).

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Interviewing & Case File Building	During probation, each officers is required to spend 20 days in the HUB working alongside officers who interview prisoners and build case files ready for court dates or task out further actions required for court. By taking an interest in this specific department I believe my confidence will grow and my understanding of how to build a file will improve.	My team, Supervisor and any officers working out of my station.	1 year.
Road Traffic Policing	Following tutorship my incident checklist has been sent from my tutor to my supervisor outlining areas I have been unable to conduct whilst in tutorship. As discussed, should any calls be circulated involving traffic I may attend	My team, Supervisor, Traffic Officers.	6 Months.

	in order to gain experience.		
Stop & Search	Due to limited person out in the public during the Covid-19 pandemic, I am yet to carry out enough stop and searches to feel 100% confident. By revising GOWISELY in study time I wish to maintain my general knowledge of the policy, so that when I do carry out a Stop & Search I feel confident in doing so.	My team, personal study and Supervisor.	6 months.
Issuing Penalty Notices for Disorder (PND)	By overlooking notes and creating mock examples in my head and on paper regarding offences which can be dealt with via PND. Understanding the POCLAROC mnemonic to ensure when issuing a PND it is correct.	My team, personal study and Supervisor.	6 months.

Reference page

Your reference page 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.

Only one reference page required that covers all your workbook task.

Note that a reference page contains only the sources you have cited. We are not requiring a bibliography for this workbook which would cover all sources you researched but may, or may not have cited in your work.

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All information provided in this workbook complies with the guidance on confidentiality. I confirm that all work is my original work and has not been copied. Plagiarism is taken very seriously by the University and the programme.

Electronic signature accepted, either pasted in as a 'picture', or simply typing your name.

Signed: M.D.Emanuel

Date: 20/06/2020

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

By signing below you are acknowledging your on going progress on O.C.P. This is recognised by the University as work that is fully supporting this submission and in signing it will be equivalent to 500 words, contributing to your overall word count.

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

Signed: M.D.Emanuel

Date: 20/06/2020

Electronic signature accepted, either pasted in as a 'picture', or simply typing your name.