

BMPP4000D Workbook 1

by Andrew John Gay

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BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

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

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

Learner name: Andrew Gay

**Learner's University Registration Number:
1922399**

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.

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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	Bibliography	
Task 5	Development Plan	This plan and the signed O.C.P. is equivalent to 1000 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

Changing my career at the age of 40 was a big decision for me; as in a “now or never” choice. But to become a mature student at the age of 40, whilst also balancing the demands of the initial training period with Gwent police at Vantage point in Cwmbran has created some stress in myself, requiring me to develop coping mechanisms with a strong strategy to manage and develop my wellbeing and resilience. This account details how I have approached this.

Stress is defined as “*the adverse reaction people have to excessive pressures or other types of demand placed on them*” (HSE, 2019, p3). HSE acknowledge that this is distinctly different from the normal workplace pressure that can often create the opposite, and be motivating rather than debilitating. In managing my own stress, I have tried several different ways to manage or combat the strains of the course, ranging from gardening, Do It Yourself (DIY) decorating and building activities, cooking with my children to 50 kilometre bike rides on my days off. Yet I have concluded that the most influential and conclusive way for me to relieve stress from work and learning is to push my body to the point of exhaustion through physical exercise.

Being of an athletic nature, I have always found that by under taking physical exercise after a strenuous day or mentally taxing period of study, has always helped me to de-stress and forget about my worries. And certainly the positive reciprocal relationship between physical exercise and its reducing effects on stress to help people cope with day to day life stress, have been widely studied, reviewed with the positive results publicised (Chekroud et al, 2018; Jackson, 2013). Aside from the physical fitness benefits, vigorous physical aerobic exercise has been proven to release β -endorphins in to the brain, which Boeker et al (2008) identify as a “runners high. In my own pursuits, I take my body physically to the point where I am exhausted and my mind becomes focussed on the physical pain and tiredness that my muscles are feeling rather than the stress and anxiety of trying to remember all of the learning objectives of the lessons I had taken that day. In doing so, the release of β -endorphins are creating natural reward circuits, which Sprouse-Blum et al, 2010,, identified as creating pleasurable euphoria and morphine-like effects to relieve pain.

Another strategy that I have found useful to build up a mental resilience is to talk the day or lesson activities through with my classmates and friends. Mental resilience is defined as ability to adapt to challenging and sometimes difficult life experiences,

using emotional and behavioural mechanisms (Hinwood, 2017). I have found that building up relations and friendships with people who are experiencing the same mental anguish and pressure as myself, have helped me to build up a siege mentally of “we are all in this together” has helped me to understand and process the fact that my friends are going through the same toils and tribulations. The benefits of talking and sharing experiences are widely acknowledged in managing mental resilience and reducing stress (Ozbay et al, 2007), ones which I intend to continue throughout my training and life experiences.

538 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:

During this essay I am going to describe to you an incident that I was recently involved in whereby I had to use effective communication skills to reduce the anxiety and distress. The situation is of a warrant that had to be carried out during a dark Friday evening in a sleepy part of Newbridge. My initial thoughts about what we were about to do was that I had to use my communication skills to the maximum.

Good communication (**Robinson, Lawrence et al (2020)**) is an essential tool in the armoury of a police constable when dealing with situations that vary from the mild mannered incident of a person lost some property to a highly volatile fast paced incident of a who's public order dispute . Another important part of any police officers role and responsibility is the managing of conflict (**Lindelow, John et al.(1989)**). The management of conflict or a situation is important for the following reasons- The police officer has to arrive at a scenario and ultimately take charge of the problem in regards to making all parties feel like they are being taken care of and also that the officer is in charge of the ever evolving issue.

Also in this essay I will show what valuing difference and inclusion means to both the police officer and the person in need of re-assurance or confidence. All three of these skills are described in this essay about the police incident that I attended, and

if all three of these skills are carried out correctly then the situation can be controlled to a positive outcome for all.

On 8th of January, My tutor 1542 and myself 2261, were contacted by the local neighbourhood policing team (NPT). The request was to attend the execution of a warrant at a premises in Newbridge. We were to help secure a suspect who was under suspicion of being concerned with the supply of a controlled drug (section 4 (3) of the miss use of drugs act).

We arranged to meet for the briefing at a nearby car park 30 minutes before we had the instruction to strike. There were 10 people in attendance, 3 fully uniformed officers and the rest were neighbourhood-policing units in plain clothes. The brief was to enter the premises under a section 18 warrant, which is authorised by a magistrate. The use of a battering ram (otherwise known as the big red key) was to be used to gain entry to the premises and detain the male inside the address before commencing with drug search throughout the property. Also if required was to initiate a section 18(5) warrant on a nearby address also linked to the detained person, which would later require authorisation from an inspector or above. Upon arriving outside the premises, the door was opened by the Method of Entry (M.o.E) trained officer with Myself and Pc 2240 first and 2nd in through the door respectively, as per the instructions within the briefing. The reason for the uniformed officers going in first is down to the fact that our visible uniform was not only a deterrent to the suspect but also a visual warning sign to calm down. The high visibility police uniform also subconsciously tells any other occupants within the address that it is the police that have entered the property, and therefore they are here lawfully and not about to do them any harm. On this occasion, the re-assurance was mainly for the purpose of the subject's partner and young children that were suspected of being within the property and in close proximity to were the subject was to be detained.

As the door was put through, the male inside came charging out at me with an ironing board as a weapon, he was trying to push me back out of the door, At the first point of entry I used my tactical communications by shouting the words " Gwent police, stay where you are, search warrant". This is an important skill and is to be used effectively and at the correct time. This is done to warn the subject that it is the police that have entered and are there entering the property under lawful powers. The communication skills that I used were also to re-assure the other occupants of the house that it was nobody bad coming in it was the police. The verbal communications that I shouted out as we entered the property were clear and to the point, coupled with good non-verbal skills when orchestrating not only the threat and confusion of the scene in front of me but also the directing of the team following in behind me.

Good communication was imperative at that precise moment due to the loud and dynamic nature of the way we entered the house. This is what is known as the shock and awe tactic, this is used to surprise and confuse the subject into a state of confusion. (Michaels J.H. (2013) The second essential part of the communication skill is the active listening stage, this was very important because one of the main priority's was to keep control of the partner and children without frightening them in amongst all of the mealy.

As we were trying to force our way in passed the male, I used my officer safety training and started to apply the national decision model, this is the decision making process that applies to all Gwent police staff.



We could also see the male's partner and 2 young children in the living room, They were crying and screaming, so once again I spoke to them in a softer more reassuring tone that we were Gwent police and to try and calm down. We are not here to hurt you. Once this had registered with the male, he became less resistant and more resigned to the fact that we had entered his premises. This is when my understanding of the technique of Betari's box came into play. Betari's box is a reflective and response style of approach to a situation Mann, S. (2010) whereby you calm a person down simply by applying calming verbal communications as well as physical instructions.

I had to get hands on and detain him to the floor before handcuffing him in a rear stack position. Once he was detain, I explained that he was being arrested for the offences of Possession with intent to supply class A drugs. The arrest was lawful under the Police and Criminal Evidence Act (PACE), it states that a police constable can arrest without warrant any persons for the purpose of prompting an effective investigation and prevent any further offences being committed.

I rolled him over onto his side deliberately transferring his body weight from off his chest and onto his side. This is to reduce any chance of the detained person from suffering from what is known as Positional Asphyxia (**Parkes,J (2011)**).

This is where the person is led on their chest and kept there, causing them to suffer from breathing difficulties. The male was then manoeuvred into the sitting position, I then set about calming him down with some verbal communication before then sitting him up, Once he had realised it was the police and he calmed down sufficiently. My colleague and myself stood him up and transferred him to the sofa to sit him down. Then once every person in the house had had chance to process the perceived danger of 10 people smashing the door in late at night, the children had been calmed down and reassured that the police are here to help, The search team set about their detailed search of the property. Whilst the search was progressing,

myself and pc2240 had to use our communication skills to keep the detained person calm and also show that we valued the feelings of the rest of the family members within the home.

The way in which I did this was to talk about the nice things that the children and the partner had around their home. I talked with her about how nice she had set her home up and how nice her décor was. I was trying to show that I valued the differences in lifestyle that she was trying to create for her daughters. In doing this, I showed that I had not only empathy for her but that I was genuinely concerned for her feelings after just having her home intruded. Albeit from the police.

In conclusion, during the invasive process of the drugs warrant and search at the premises, I still wanted to show to the residents of that house that I genuinely cared and the force cares about not only being neutral but being fair. By using my communication skills, I not only communicated to the detained person about why we as an organisation were at the property but also to the family that were caught up in the raid also.

They were scared at the experience of having so many people burst into their home during darkness hours, and I wanted to show that I valued the differences between myself, the force as a whole and them. I wanted the partner and children to understand that we were there trying to do some good, show that we cared about their feelings. We valued them not only as citizens of Gwent, but as human beings. My communication skills also went hand in hand with the way I managed the conflict that came from the father who we arrested and also the anger and verbal aggression that the female parent of the house used towards us as we entered the property. I also showed that I understood the mental anguish and shock that she and the children were going through at that precise moment.

Word count 1592

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:

In this essay, I am going to be describing the time when I was on shift and It was New Year's Eve. I received a call through my tetra radio of an on-going incident of a female nurse who was trying to commit suicide. It was just after mid-night when a call came through to me via my radio of a woman in her mid-thirties trying to throw herself out of her bedroom window after consuming Alcohol and marijuana. I made my way to the address where two other female officers were in attendance and had been struggling to contain and control the woman due to her mental state. The female who was living with her partner and her sister at the time and had been celebrating New Year's Eve at home.

When I arrived at the scene, I got out of the car and was immediately drawn to the furious knocking of a window coming from the upstairs bedroom of the property that we were called too.

One of the female officers gestured for me to come up to the bedroom as quickly as we can, I entered the property via the front door and made my way up the stairs to the bedroom. I could hear the struggles and screams of the woman who was being detained by the two officers as I approached the bedroom.

As I entered the bedroom I was confronted with the female who was being detained by an officer on the bed and she was hand cuffed in a front stack position but was struggling to restrain her. The other officer ushered me into the room and requested me to take control of her legs as she was kicking out at the officers and her sister.

The Detained person's (d.p) sister was crouched down by her side and could be heard trying to calm her down. The d.p and her sister were both covered in blood from when she had cut herself trying to climb out of the window and end her life. The d.p was a white female in her mid-thirties medium build and approximately 5' 2" in height. From the moment that I had arrived, it was plain to see that she was showing signs of mental instability and her personality was changing frequently, ranging from calm, polite and friendly to unstable, aggressive and paranoid. I quickly decided that the best way forward was to transport the female from her bedroom near the smashed window and down onto the sofa in the living room. Doing so would create more space for extra officers to help out and not only that but it would be more comfortable for the d.p to sit, relax and wait for the paramedics to arrive to assess her.

As we approached the hall way at the bottom of the stairs the female became very unstable and started to push and shove the lead officer, trying to get at the front door and escape. I then assisted the two female officers in placing the woman into handcuffs to the rear, as we did so, the detained woman tried to head butt and bite my female colleague. My immediate reaction was to get my hand in between the head of my colleague and the head of the offender. At the same time as this I used my verbal skills to calm the female down. We positioned the detained female on the sofa and it was then that my thoughts turned to engaging with her. I tried to find some common ground on which we could chat and effectively calm her mind down. I asked the d.p about her studies within the N.H.S and how they were going as my own knowledge was limited in this area, this had the desired effect as it built up a bond between us. Studies have shown that once a bond has been made during a traumatic experience, the person will then trust you with a higher degree of certainty (MANN,S 2010). With this she started to show she had confidence in me and trusted that I was actually there to help her.

To the female, it felt like her home was being invaded by several strangers and actually stopping her from doing something she thought she wanted to do. As part of my working strategy I then started a conversation with her about her travels showing some active listening so that she felt like I was showing a genuine interest in her story. All the while I was building up trust with the d.p. Whilst restraining her (under section 136 of the mental health act) I was talking to her on a one to one basis and was using only a gentle amount of force to keep her safe. This again added to the newfound securing and bond we were building up. She calmed down and started to show friendlier and less erratic behaviour towards my colleagues and myself who were all there trying to get her the help she needed. My primary concern was for the female's welfare but also the welfare of my colleagues. There was an air of sadness in the room because the d.p was an active nursing student and is currently deployed on the front line of the NHS with the fight against corona virus.

Once the trust had been built up between the d.p, and me she opened up about the mental anguish and sorrow that was in her head and heart. She also expressed to me about the anguish she felt due to not being able to help the dying and the terminally ill patients constantly coming through the doors at the hospital where she works.

This gave everyone in the room empathy and the extra impetus to make sure we treated this person with the respect and decency that any person not just a serving nurse should get. This really struck a cord with a lot of us being front line workers and the desire to look after the most vulnerable within our community. This goes especially of the ones that are helping to look after the sick and vulnerable in their

moment of need. I personally felt that I delivered a good service of protection to the female, not only did I show a compassionate and caring side but I also showed to the female that even in her own hour of need, the police were there to help her. The police force's primary function is to protect and serve and this was in full evidence within this scenario. The codes of practice for dealing with mental health is:-

The Code of Practice provides guidance to anyone who is working with and/ Or caring for adults who may lack capacity to make particular decisions. It Describes their responsibilities when acting or making decisions on behalf of individuals who lack the capacity to act or make these decisions for Themselves. In particular, the Code of Practice focuses on those who have a duty of care to someone who lacks the capacity to agree to the care that is being provided. (Mental Health Act, 2021)

The paramedics arrived and started to do their own assessment on the female, she seemed reluctant at first due to the fact she had built up the relationship of trust with me, And that suddenly, she had two new complete strangers in her own house. I stayed with the female re-assuring her through the process of the examination and keeping her at ease. Once the female had been placed on the ambulance and was being conveyed to the hospital, my attention turned to the sister of the female, She had been witness to this and was the first person to come across her sister in her state of depression and confusion. The sister was almost in a state of shock and needed some attention herself.

My tact for dealing with the sister was to be factual, tactful but honest with her to convey the message in a way that was gentle enough for her to understand but also strong enough for her to grasp the severity of the situation. Once again showing my skill set and caring nature to adapt to the change of recipient.

On reflection, the way in which I absorbed the information and then having dealt with the call was both:-

- a) Calm, I processed the information in a calm and considerate way. When receiving information that requires immediate action a vital part of the process is to absorb all of what has been relayed to you and make sure that you take in to account every detail of what you are about to face.
- b) Considerate, I always make sure that once I have received the information, I start to process the National Decision Model (NDM) (Bryant and Bryant, n.d.) (2020).

Starting with gathering information and intelligence which I have covered in (a).

Next step is to assess the threat and risk and develop a working strategy, this isn't easy when going off 3rd hand information albeit from a reliable source.

Step 3 is to consider the powers and policies, What am I going into and what power to I have to deal with the situation.

Step 4 is one of the most important, Identify options and contingencies. If something starts to change or go wrong with my initial strategy then I need a plan b and be able to adapt to this change and act accordingly.

Final I have to take action for what I am dealing with and at an appropriate point I review how it is going, if needs be then I spin the NDM again and start the process again if required.

Word count 1617

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:

As part of this essay, I will be explaining how during a call to an on-going drug deal, I have used the National Decision Model (NDM) (**National Decision Model, 2021**). I will describe the incident and were I had to use it in a quick time scenario, and again later on I used it on a slow time basis. The NDM is what all officers use for every scenario and incident we attend. At the centre of the NDM is the code of ethics which in turn is at the heart of everything Gwent police does. Also within this essay I will describe how my actions and responsibilities were governed in line with the Criminal Procedure and Investigations Act 1996 (CPIA) (**Criminal Procedure and Investigations Act 1996, 2021**)

Whilst on patrol in a marked police car during a night shift with PC1542 and myself, we were alerted to a call about a possible drug deal. We were immediately dispatched to investigate the information that had been passed to our Force control room (FCR) via a member of the public. It was at this point that the first part of my NDM came into play, Gather information and intelligence- The first thing to do when receiving a call of this nature is to gather all of the information that is available and then start to build a mental image of what you are about to encounter. As we approached the area in which the deal was happening, I contacted the FCR and requested more information, primarily about the suspects, what they were wearing and the precise location. The FCR responded with "three males, two are white and one is coloured. All three are in light grey tracksuits and black trainers".

As we arrived at the location, my colleague and myself could both see the suspects at the far end of the street and were crowding together by a tall garden wall. This is when the NDM moves to the next stage of its cycle, The assess the threat and risk and devise a working strategy stage. As this was a fast paced moving incident and by now the suspects could see us as we approached, the only visual information we could assess was- how many there were, were they armed and did we have back up on route or within close enough proximity. We quickly alerted other units within the area about the three males. A quick discussion was held between us and it was decided that we could only possibly detain two of the suspects so we would have to allow one to get away. The powers and policies we considered (which is 3rd on the NDM wheel), was the three males would be detained and searched under section 23 of the misuse of drugs act. Another option would be that if any illegal substances had been traded between the three males, then they would be arrested for Possession with intent to supply (PWITTS) section 5(3) Misuse of drugs act 1971. The next step in the process is to identify my options and contingencies, which in this case was to work out a plan that –

- a) kept my colleague and myself safe if anything was to go wrong,
and
- b) If they had weapons and or there were more suspects hiding around the corner.

We decided that the best and safest course of action would be to back off and wait for back up to arrive, we would engage with them but keep our distance.

The last part of the NDM is the “take action and review” element of the NDM, this is by no means the ending to the NDM. The national decision model can and will be spun several times during any encounter or situation.

We pulled the car up alongside them and as I got out of the vehicle to talk to them, they shoved something in their pockets and separated. One of the men walked away calmly up the street in the opposite direction to our vehicle. We quickly realised that it would be to difficult to detain all three of them. My attention was immediately drawn to the coloured male who was around 6' and had dreadlock style hair. My colleague ran after the other male who had jumped into a neighbouring garden. My suspect decided to make a run for it down the street.

As I gave chase to the suspect, he decided to throw a big bundle of cash up into the air and onto the pavement of the street. I could hear my colleague announcing to the FCR that he had one detained and in the back of the police vehicle.

As I followed my suspect down the street I gave a running commentary and description over my tetra radio to the other units that were now making their way to the area. The other important information that I conveyed over the radio to the other units was of the direction of travel that the suspect was heading in. After several hundred yards of a foot chase the male had got away from me, I decided to allow the other units that were arriving in vehicles to chase down and deal with him.

I made my way back to were my colleague had been left dealing with the other party of the drug deal. When I got back to my colleague he advised me that he hadn't searched the male and had not yet cautioned him. I leaned into the back of the patrol car where the suspect was sat handcuffed, the suspect had been handcuffed under sect 117 of pace (**Police and Criminal Evidence Act 1984, 2021**) because of his aggressive behaviour and also to stop him from escaping . I told him what he was suspected of and that he was being detained for a section 23 search of the misuse of drugs act. I cautioned him and helped him out of the car ready for me to conduct my search. By this time there were quite a few of the local residents out on the street

watching all of the action, so I decided to stand him in the back of a police van to be searched rather than have the general public watch.

I carried out the search and whilst doing so my colleague took his name and ran it through the police national computer (PNC). I found several wraps of cocaine on his person and £1000 in cash in his pocket. The PNC checks revealed that he also had an outstanding warrant for drug offences.

Once the suspect had been conveyed to custody, my colleague and myself contacted the inspector and asked him if we could conduct a section 18(1) Police and criminal evidence act search of a premises occupied or controlled by a suspect who is under arrest for an indictable offence.

The inspector gave us the authority to enter and conduct the search, we found several high value items including a £25000 watch and £1500 trainers. The items were seized for proceeds of crime. All of the evidence was put forward and the charge of PWITTS was granted, the suspect is currently on bail awaiting a court hearing.

On reflection I feel that my colleague and myself took the appropriate action and approached the situation effectively. The national decision model showed that by using the process, you can create a logical step by step plan when dealing with a problem. It can be applied to every incident, and with the code of ethics being at the heart of the NDM it steers the officer dealing with the incident in the direction of treating people fairly and honestly.

I followed the national decision model and applied it as soon as I was placed in the call, The NDM proves every time that if followed correctly then it is invaluable in getting to the right result.

The CPIA is also another good guide to ensure that the police treat people fairly and equally through the process of investigation. I have always treated people fairly, using this legislation. All information about the suspect that we found at the address during the section 18 warrant had to be documented correctly and confidentially. This was done via the correct paperwork for the section 18 which we obtained from our Sergeant before attending the premises. It is important to have confidentiality when conducting such searches as it proves to the general public that we can be trusted when investigating crimes. We also have to show transparency when we are searching through suspects private items and only remove or seize items that are connected to the crime we are investigating. By doing so we are abiding by the detained persons human rights article 8 The respect of private and family life.

(Article 8: Respect for your private and family life | Equality and Human Rights Commission, 2021).

After the incident I sat down with my tutor and asked him for feed back as to how I had approached the incident and how I dealt with the conflict from a lawful point of view and a physical one. We advised me that I had done well and conducted myself in an aggressive manner when I needed to and then showed the calmness and restraint when I had to deal with the slower paced lawful side of the incident

Word count 1487

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
To be come more proficient with niche	Using the system more and actively looking to update niche regularly	Tutor in the PDU	6 weeks
To have more conviction in my actions	Have the confidence in myself when making a decision and not look for my tutors reassurance as much	PDU SGT and also my tutor	6 weeks
Havard referencing	I would like to be taught how to reference my university work correctly, it feels botched at the moment.	University Tutors	3 months

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Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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

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

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

Signed: ASem (Learner - Electronic signature or type name)

Date: 04/12/2020