



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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Learner's University Registration Number:
_____ **2024018** _____

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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.

This workbook covers the two components from your module descriptor 4001D, Policing in the Workplace 1.

There are two identified learning outcomes:

1. First learning outcome relates to component 1; is 3600 words, contributing 60% to the overall mark – ‘developing your policing practice and reflecting on your learning experience’.

It is a portfolio focusing on the first 5 elements listed below, covered by Task 1, Task 2 and Task 3.

The nature of the your police work will no doubt have exposed you to elements 6 to 10 so don't be afraid to touch on these in component 1.

2. Second learning outcome relates to component 2; is 2400 words, contributing 40% of the overall mark – ‘demonstrate knowledge and understanding of a particular subject related to your professional practice and assess the actual and/or potential impact of applying what you have learned’.

This assignment covers Task 4; whilst this focusses predominantly on elements 6 to 10, again the nature of your police work will undoubtedly see some overlap and there may well be some duplication of the first 5 elements.

Areas of Professional Practice covered by both components (also known as elements) :

1. Wellbeing and Resilience
2. Vulnerability and risk
3. Understanding the police constable role
4. Communication skills
5. Conducting investigations (Interviewing suspects)
6. Decision making and discretion
7. Public protection
8. Problem solving
9. Evidence-based policing
10. Policing communities

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/aqh-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;

Contents

Workbook	Area of Professional Practice	Word count
Component 1 60%		
Task 1	Wellbeing and Resilience	750
Task 2	Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.	1250
Task 3	Conducting investigations (Interviewing suspects), communication skills, decision making and discretion.	1250
Component 2 40%		
Task 4	Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.	1750
Task 5	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	1000
	Total	6000
	Bibliography	
	Confirmation of Confidentiality and Plagiarism	

Task 1 (Component 1)

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Focussing on 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).

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

ANSWER:

I will be talking about the previous 3 months of learning since I began my tutorship. I will be talking about strategies I used in order to help me develop resilience and minimise my stress. My strategies will include; socialising, talking and dietary changes.

Stress is defined as: “[Uncountable, countable] pressure or worry caused by the problems in somebody’s life.” (Oxford Learners Dictionaries, 2021)

Resilience is defined as: “The ability of people or things to recover quickly after something unpleasant, such as shock, injury, etc” (Oxford Learners Dictionaries, 2021).

I will be using ‘Bortons Reflective Tool 1970’ to structure my answer. This is a straightforward development framework which allows you to easily reflect (Bortons, 1970)

What

The last 3 months have been an incredible learning experience. I still feel very privileged to be working as a police officer. It has come with its own variety of challenges which I will reflect upon shortly. I am already a very calm, passive person. I believe these personality traits have already given me a strong ground to start on when talking about stress and resilience. Fortunately, social distance eased enough before starting PDU which meant that a fellow student, my tutor and I could all go out together which allowed me to continue my development at a steady pace. The biggest challenge I found with regards to the nature of the work, was the sheer amount of paperwork. From updating NICHE, completing Public Protection Notice’s or a DASH (2009) which is a document that is shared with other services to assess risks.

Domestic Abuse, Stalking and Harassment form which is risk assessment form that forms a part of the PPN, originally created by Laura Richards on behalf of ACPO (Association of Chief Police Officers) and CAADA (Co-ordinated Action Against Domestic Abuse).

Also being exposed to death was a new experience for me, however I handled it fine.

“Stress is a large issue within the police, “Close to one in five police officers and staff in the UK have symptoms consistent with PTSD” (University of Cambridge, unknown year).

I do enjoy the organisational culture, and the feeling of being a big family or team. I also enjoy the pressure of the work, the requirement for always being certain about the actions you take. I also like the respect given to the hierarchy system. Shift patterns have been another challenge for me in particular. As I started PDU my son was born, having my new-born son brings a unique set of challenges but balancing this around the shift patterns have been eventful.

So what

The strategies I developed to help myself have really allowed me to build upon my existing resilience and keep any anxiety or stress levels low. Dealing with confrontation, death and people in need can carry a heavy burden. However for me, I found that socialising and talking with people helps a lot. NHS UK states that “A good support network of colleagues, friends and family can ease your work troubles and help you see things in a different way”.

Another development for me was a lifestyle change in the form of my diet. I used to rely on processed foods and ‘stress eat’.

“40% of people tend to eat more when stressed” (medicinenet.com. unknown year).

However, I found that by eating more healthier foods, my natural stress levels are even lower.

“BBC Good Food states that “Eating a balanced and healthy diet is key to helping our bodies to manage the physiological changes caused by stress”. (BBC, 2019)

All of these new strategies have helped me manage the pressure of work.

Lastly, the shift changes and a new-born have been intense at times, however my wife and I have already put in place a good plan that allows me to get enough rest between shifts and more importantly for her to get rest too, but I have an extremely supportive family, wife and friends who have all made my police transition a possibility.

Now What.

After starting PDU I knew I had to be ready to change. By changing my lifestyle to reduce stress, I feel like this is a positive step and I will continue to keep this up. I am going to keep looking for any other methods to reduce stress and improve resilience that I believe will suit my life. I know that I will face more barriers in the future, however, I do strongly believe that with the network of friends and family around me, I will be able to face anything.

Tutorship has shown me what it is like to be a police officer and what is expected of me. I am eager to prove myself to not only the superior officers, but the communities too.

Word count: 789

'All references used, can be found in more detail on the bibliography title page'

Task 2 (Component 1)

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.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this answer I will be explaining, reviewing and reflecting on the benefits of effective communication. I will be talking about any considerations I thought about with regards to vulnerability. I will be explaining my responsibility of safeguarding and managing risk factors. In addition to the above, I will be discussing any situational and environmental factors I found. I will explain any relevant social and legislative contexts and lastly my answer will illustrate core principles and relevant Codes of Practice.

I will be using 'Bortons Reflective Tool 1970' to structure my answer. This is a straightforward development framework which allows you to easily reflect (Bortons, 1970)

What

I was called to attend an incident which involved a 12-year-old boy who had committed the offence of Section 1(1) Criminal Damage 1971 to various garden ornaments, upon being challenged by the owner, he had become high rate and started arguing. The young person then used his bike to push into the victim. The victim is able to grab his mobile phone out of his hand and attempted to phone the boy's parents. The young person then punched the victim numerous times to the upper body and then ran off, therefore also completing the offence of Common Assault under Section 39 Criminal Justice Act 1988. Before I arrived at the location, I was already considering my codes of practice. Under Police And Criminal Evidence code G, I had the statutory powers to arrest the suspect.

"This code covers statutory powers of arrest under Section 24 PACE Act 1984 as amended by Section 110 of the Serious Organised Crime and Police Act 2005". (UK Government, GOV.UK, 18 July 2012)

However, when I have arrived, the victim had explained that she does not want to pursue anything, but she does want the boy being spoken to, as she described his behaviour as "erratic and not normal". She also explained that she has looked at his phone and seen concerning violent and pornographic material. I have then gone to the boys known address and spoken with his mother and the boy. I explained what could have happened if the victim wanted to press charges and how that could of effected him in the future. I asked the young person to leave the room, I then was open, honest and direct with his mother and told her she needs check his phone, I told her that we had not looked through the phone as we had no power to do so, but the victim had and was concerned. I understand that everyone under the Human Rights Act 1998, Article 8 – a private life, is entitled to privacy, however in this instance, the information needed to be shared to safeguard the child and others around him.

"The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It incorporates the rights set out in the European Convention on Human Rights (ECHR) into domestic British Law" (Equality and Human Rights Commission, November 2018)

During my time speaking with all involved; the victim, mother and the young person, I ensured to always be utilising effective communication.

Ellie Johnson from IHASCO.co.uk states that “benefits of effective communication builds trust, relationships and helps handle conflict”.

I would ask open/closed questions such as tell, explain or describe which “encourage the person to give a more detailed answer which could be unlimited” (Rachel Wolff, 25 January 2021). If the conversation went off topic, I would ask a closed question with aims of stopping that conversation. I would be actively listening to what was being said, giving verbal and non-verbal cues showing my attention. In addition to these, I was paraphrasing parts to show I was listening to all details being shared, all of this allowed for rapport to be built, allowing a much freer flowing conversation.

So, what

After speaking with the victim and the young person, I knew I had responsibility to ensure the child was safeguarded, therefore I ensured the log was fully updated with all information such as who lived at the address of the young person, I PNC'd (checking records on police national computer) them all to ensure there was no markers on them, wanted or known to the police. I then asked a social worker to review all the information that I shared. When at the home, I completed a welfare check by looking around the home and checking food and hygiene levels. I explained the potential consequence that could have happened to him, in hope he would learn from his mistakes. However as per my duty, I did take all the details of the family and completed a referral to social services to ensure the family is getting all the support they are entitled to.

During the entire time I spoke with the mother and boy, I was considering any vulnerabilities. I knew immediately his age was a vulnerability factor. The mother had stated that the boy has behaviour disorder and I was made aware of other situational factors too, which are known as ACES.

“Adverse Childhood Experiences (ACES) are “Highly stressful and potentially traumatic, event or situations that occur during childhood and/or adolescence.” NHS (date unknown).

The NHS also goes on to explain that:

“In a 2014 study on ACE's, 47% of people experiences at least one ACE with 9% of the population having 4+”.

I knew that this young person had been exposed to alcohol abuse, drug abuse, domestic violence and parent separation meaning his ACE's were high and needed support.

Some of the ACE's mentioned above also cross over to environmental factors as the young person was exposed to violence by witnessing domestic abuse and another being poor parent health in the form of their previous known alcohol dependencies. Due to these, it could mean that the boy does not have great family support and as a

result could be subjected to the family stress. In addition to these factors, another environmental consideration could be the young person's social life. He stated that his mate had encouraged him to do cause the criminal damage and was "egging him on". This negative influences in his life could also be leading the vulnerable persons to make poor choices.

I knew that managing the risk factors from a police perspective would be important going forward to ensure the young person is making socially acceptable decisions. For me, I assessed the threat, harm and risk by identifying all people involved and updated the police log to reflect the information. I got an expert of this field, a social worker to review the family history to identify any concerns they may have. I visited the family to identify risks and completed a full assessment in the form a Public Protection Notice and I used the National Decision Model (A model used by police to help make decisions) to ensure my choices were the best available at that time and all were safeguarded.

"PPN's are completed by officers which summarises the vulnerabilities of victims" – (HMIC, 2015)

"Decision makers can use the NDM to structure a rationale of what they did during an incident and why". – (College of Policing, 2013)

Now what.

I knew that after speaking with the young person and his mother, they needed additional support. It became apparent, that in a social context and being another environmental factor, is that the flat in which they lived was not fit for purpose, both mother and son lived in a small one bedroom flat meaning that the young persons bed was in the living room with no private space. Mother told me that they were already working with social services and speaking with the housing association about a bigger home. According to previous reports, "Around three in ten people live in bad housing (3.6 million children). The same webpage goes on to state that: "Over 975,000 children living in social rented housing are living in bad housing" (Kantar Public, Shelter, October 2013). This report maybe outdated, however it still shows the number of people affected by inadequate housing. I knew that my referral would be important to ensure than social services could offer the most help to this family and hopefully assist mum in getting a bigger home.

Word count: 1375

'All references used, can be found in more detail on the bibliography title page'

Task 3 (Component 1)

Relevant areas of the National Policing Curriculum:

Conducting investigations (Interviewing suspects), communication skills, decision making and discretion,

You must choose **a suspect interview** that you have **been involved** 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.

Outline your considerations when planning and preparing an interview (e.g. gathering evidence, suspect vulnerability and legislation). Explain and reflect on your responsibilities when conducting the interview in accordance with the PEACE interview process. Evaluate your performance in the interview and its effectiveness in the investigative process.

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

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this answer, I will be talking about a suspect interview that I conducted. I will explain the incident briefly including the social and legislative contexts. I will also discuss the relevant cultural, ethnicity and language issues.

In addition to the above, I will outline my considerations when planning for my interview and any responsibilities that I had when I conducted the interview in line with PEACE. Further-more I will evaluate my performance and effectiveness of my interview.

“The PEACE model provides a five-step framework for interviews” – (Gov.uk, 2015)

Lastly, I will illustrate how policing values were engaged and all other considerations I thought about including; culturally sensitive practice and language preference.

I will be using ‘Bortons Reflective Tool 1970’ to structure my answer. This is a straightforward development framework which allows you to easily reflect (Bortons, 1970)

What

A male was arrested for multiple offences, which include; Assault, Resist arrest, spat at nurses x 2 and public order. In a legislative context, he was arrested for Section 39 Criminal Justice Act 1988 – Common Assault, Obstruct a constable, Assault of Emergency Worker Act 2018 x 2 and Section 5 Public Order 1986. The male explained that he lost his father on that morning and got drunk and things got out of

control. In a social context: "Losing a loved one is certainly one of the most upsetting and painful experiences one can have. It's common for you to go through a wide range of emotions, from anger and denial to sadness and despair" (Pathways Health, 2021). The points to note for a social context here are: dealing with death and or grief, and consuming alcohol as all of these points have a bearing on this male's life. According to Jacquelyn Ekern from Addictionhope.com, 10-15% of people have a severe response to experiencing bereavement.

My considerations and planning for the interview involved reviewing all available evidence which included reading all of the witness statements and arrest statement. I reviewed the body worn video and double checked for any potential evidence still outstanding. Further-more I completed an interview aide memoire which is an aid during the interview to ensure all points are covered and compulsory phrases are said. Within my aid I had a large list of questions, including questions relating to the points to prove for all of the offences. I also ran Police National Computer checks on the male and created court and prosecutor prints which were added to the niche accordingly, these documents show a person's previous conviction and criminal record.

For this interview, the male had requested a solicitor. Therefore, I also completed an MG06a, disclosure MG form which was sent to the solicitor with a copy of the custody front sheet.

"MG06a: You must use this form to record any pre-interview briefing given to a suspects solicitor or legal representative." (Assets Publishing Service, June 2020)

Within my disclosure, I shared all known information, I also shared all evidence available to me at the time and noted any lines of enquiry still outstanding.

So what

For this interview, I was the lead. This meant that my focus was on asking all the questions that I had previously prepared and add anything else I deem relevant at the time.

All interviews must be conducted under the PEACE model to ensure consistency across all UK police forces. I will now explain this model and how I used it on this occasion.

P – Planning and preparation – as mentioned before, I completed a fully aide memoire, including a list of questions, points to prove and completed disclosure.

E – Engage and explain – This stage is when I greeted the male and his solicitor. I settled the male down and considered his welfare. I then explain the reasons why he is in the interview. I then expand on the process of the interview, explaining that notes will be made, but we are always listening, only tell me the truth and be accurate about his account.

A – Account clarification and challenge – This stage is when their account would be taken and noted down, showing active listening to give confidence to the person talking that I am listening. The account will then be reviewed and probed to identify topics to discuss further in more detail. If any discrepancies are identified, the challenge phase begins to clarify the account and prove/disprove involvement. This process is then recycled for each topic identified. To get more information from the suspect a cone system of questioning is used. This includes opening questions such

as tell, explain, describe. Moving onto probing questions such as, who, what, where, when, why and how. Then finally closed questions to confirm such as “it is true that...?”

C - Closure - summary of information and account that has been given.

E – Evaluation – Evaluating all the information available and used, alongside the overall investigation. This process also evaluates the interviewer.

Now what

I believe that my performance was very good as I had strong challenges for him, and I was faced with a ‘no comment’ response from the male which I was able to overcome easily. I also faced challenges from his solicitor, who gave me some levels of attitude when communicating with him. I also experienced several connection issues as the solicitor was there via a phone link. Further-more the interview was stopped on 2 separate occasions for further consultation. My tutor pointed out to me that I handled it very well and even experienced officers could have got flustered over the challenges that I was able to overcome.

The effectiveness of my interview was a testament to my preparation, with a long list of questions which I was able to keep asking the male regardless of his “no comment” replies. Following interview, the male was released under investigation after I gave my summary of the interview and my opinion of using discretion on this occasion, if this is supported by everyone involved. Following this the officer in case contacted all involved and all were happy to drop all charges, this meant that due to his non-existent history and the nature of the circumstances. My opinion and discretion meant that no further action was taken.

It was also pointed out to me that during the interview I always kept a positive and impartial with compassion for the situation he was in. Both positivity and compassion are policing values. He had no previous with the police and it appeared the grief caused him to act out of character. Regardless of this, I ensure I remained impartial at all times to ensure the best course of action was taken. The last value I feel I illustrated was learning, as I learnt how to overcome both technology issues and lack of engagement from a person.

The consideration for this interview included checking the language preference of the male as he was born in Ireland and even though he spoke English, I considered the possibility he may have another language he wanted to communicate in. An ongoing consideration was always the wellbeing of the male due to the circumstance of why this all happened.

Further consideration were the culturally sensitive practices as I was not 100% sure of the culture in which the male came from, therefore I always ensured that I was showing awareness to support diversity and embrace the values he has. I ensured that I made my positive attitude obvious and used my skillset to openly encourage full engagement with the aims of getting the male to talk to me without using “no comment”. This is supported by the fact that on a few occasions, the male’s response to a question started to open, however this is when the solicitor would stop the interview. It was clear to see the male was remorseful and wanted to engage with me, but he followed the solicitor’s advice.

In conclusion, I believe I had a very good interview with a strong effectiveness which supports the planning and preparation that I completed. This work also shows how I completed the interview as per standards, using the relevant PEACE model. Additionally, it supports the illustration of policing values used and all the considerations I made.

Word count: 1364

'All references used, can be found in more detail on the bibliography title page'

Task 4 (Component 2)

Relevant areas of the National Policing Curriculum:

Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.

You must choose **an incident** that you been involved in 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.

Consider how the anti-social behaviour impacted the local community and what constitutes effective and appropriate police action.

Outline your responsibilities when responding to anti-social behaviour (including enforcement, prevention activity and partnership activity).

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

Considering your experience to date, reflect on any aspect of problem solving, evidence based policing, decision making and discretion which may impact upon wider police community relations.

For example:

How has your experience of policing the night time economy influenced your perception of the wider community?

Other examples relating to your experiences would be equally valid.

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this answer I will be providing a description of an incident that attended. I will be discussing the legislative and social aspect involved. I will consider the impacts on the local community. I will talk about my responsibilities and illustrate policing values. I will also be talking about impacts of bias and the benefits of problem solving. Lastly, I will be considering my experiences to date to reflect on how decision making can impact the wider police community relations.

I will be using 'Bortons Reflective Tool 1970' to structure my answer. This is a straightforward development framework which allows you to easily reflect (Bortons, 1970)

What.

I had received a call to a local rugby club where reports were coming in about an illegal rave. Upon arriving at the location, there were hundreds of people walking around with a variety of ages, with very loud music being played. I have immediately approached a man at the gates who has told me they have permission from the council to this event and showed me the proof to support this. So, at this time, I asked the male to turn down the music and have consideration for the people living nearby. I was also able to establish the finishing time of this event so I could reattend the location to take effective and preventative police action. The service user who initially reported had concerns over the mass gathering and links to covid in addition to substance misuse concerns. At the time of writing, the Covid Legislation puts no limit on outdoor gatherings (October 2021).

This event was impacting the community by causing distress, worries and general nuisance, in addition to these, the community could be facing financial loss due to the costs of cleaning up areas effected by anti-social behaviour. In a legislative context this was being caused by the Anti- Social Behaviour under The Anti-Social Behaviour, Crime and Policing Act 2014. The effects on communities can include:

"Victims of anti-social behaviour can become frightened of leaving their home and even feel unsafe when in their homes. Not being able to simply walk to the shops and back or walk to their car to go out has a serious impact on the quality of life of individuals. Anti-social behaviour also has an impact on communities as a whole as it can often lead to the degradation and neglect of areas. The standard of living in an area is negatively affected which destroys the spirit and pride of communities and makes people feel neglected and powerless"- (SCHOOLBEAT, Gwent Police 2021)

The Anti-social Behaviour, Crime and Policing Act 2014 is;

"The Act introduced simpler, more effective powers to tackle anti-social behaviour that provide better protection for victims and communities. The Community Trigger and Community Remedy empowers victims and communities, giving them a greater say in how agencies respond to complaints of anti-social behaviour and in out-of-court sanctions for offenders." – (Home Office, March 2014)

The social contexts that could be adding to the ASB could be the alcohol and potential drug use involved:

“People gathering together in public is not an offence. However, if drink or drugs are involved this can sometimes lead to disruptive noise. This can then escalate into aggressive, violent or lewd behaviour, such as intimidation or verbal abuse of passers-by, fighting or urinating in public. All of which are offences.” (Thames Valley Police, 2021)

So, what

I know my responsibilities as a police constable was to be a preventative resource. From speaking with the male earlier on in the night, I knew that the ‘rave’ was ending at 22:00 hours. Therefore, I had gone back the location and have been a visible presence to deter potential offences. I knew this would ensure the welfare of the people leaving the area and ensure the local community are not impacted. This is supported by the problem solving ‘Problem Analysis Triangle’.

“For a crime or incident to occur, an offender and a suitable target must come together in a special location without an effective deterrent” - (College of Policing, 2019)

Therefore, I believe that my presence has provided a strong method of prevention. Using the PAT triangle, I have no control over the target location, but I have influence over the potential offenders which in turn protects potential victims.

Another problem-solving aid I was able to use was SARA.

“This model is used to support problem-solving policing. The scanning, analysis, response and assessment model (SARA) (Eck and Spelman (1987)), can be used to manage all problems, including crime, disorder and substance misuse.” – (College of policing, 2019)

I will briefly explain how I used this model. I was scanning the area, looking for potential issues or problems. Using what I could see, I analysed the information available to help me identify and locate potential causes of issues or concerns. My response was delivered by being a physical presence at the incident location. Finally, the assessment of the effectiveness of my actions and linking with Gwent Police policing values, to identify points of positive action and attitude and points learning going forward.

Working with partner agencies to help eradicate anti-social behaviour is the key to longevity and supporting people who have been subjected to unwanted antisocial

behaviours. Gwent Police often advise people to contact organisations such as: Victim Support and ASB help.

“Victim Support is a National charity dedicated to helping anyone affected by crime to cope with and recover from their experiences (Gwent Police, 2021)

“ASB Help is A charity in England and Wales providing online advice and support to victims of antisocial behaviour (Gwent Police, 2021)

Further-more, Gwent Police work closely with Caerphilly Borough Council who state the following on their website:

“The Safer Caerphilly Community Safety Partnership takes a tough stance on ASB and has a number of tools at its disposal to deal with it including civil Injunctions, Community Protection Notices (CPNs), Public Space Protection Orders (PSPOs) and Closure Orders.” – (Caerphilly Borough Council, 2021)

“Civil injunctions are aimed at preventing individuals from engaging in ASB, ideally nipping the activity in the bud, before it escalates and causes more nuisance or harm. Civil injunctions can be for housing and non-housing related ASB and are tested on the balance of probabilities.” – (London Councils, 2021)

“Councils can use PSPOs to prohibit specified activities, and/or require certain things to be done by people engaged in particular activities, within a defined public area. PSPOs differ from other tools introduced under the Anti-Social Behaviour, Crime and Policing Act 2014 as they are council-led, and rather than targeting specific individuals or properties, they focus on the identified problem behaviour in a specific location” – (Councillor Anita Lower, 2018)

“Community protection notices (CPNs) are designed to stop a person aged 16 or over, business or organisation committing antisocial behaviour (ASB) which spoils the community's quality of life. This can include offences such as noise nuisance, eyesore rubbish on private land and antisocial behaviour.” – (Croydon Council, 2021)

“A closure notice prohibits access to the premises for the period specified in the notice.

Only the police or a local authority can initiate the process to close premises which are causing antisocial behaviour, if they reasonably believe that there is, or is likely to be either:

- a nuisance to members of the public
- disorder relating to the premises and in its vicinity” – (Shelter, 2021)

It is always important to ensure that our cognitive bias's do not lead our overall decisions or effect my power of discretion, as it can lead to hasty choices or even fail to recognise something altogether. An example could come from my incident above, a loud rave, filled with young persons and alcohol. This could lead you to thinking that this is just trouble and your bias supports that. However, as a police officer, it is imperative to always remain impartial, therefore I need to look past any potential bias and focus on the facts that are in front of me to ensure that everyone is treated fairly and equally.

“Cognitive biases are unconscious errors in thinking that arise from problems related to memory, attention and other mental mistakes. They can have direct impacts on our safety, interactions and judgements” – (Charlotte Ruhl, 2021)

Now What?

Being a police officer in this day of age, always brings its own set of challenges, UK Government ran a poll in March 2020 and the results stated that “74% of people ages 16 and over in England and Wales said they had confidence in their local police”. Even though 74% is a decently high number, in terms of policing that leaves 26%, over a quarter of the public in England and Wales with no confidence in the police. This is a concerning fact to be faced with. I embrace the policing values and I am proud to be a Gwent Police Officer. I want to do the best I can, for all that I come across.

From my experiences to date, I have learnt the importance of the mnemonic of Assume nothing, Believe Nothing, Challenge everything, especially when dealing with young persons. I went to an emergency call of a young female, aged 13. She reported that she has been sexually assaulted in the local supermarket. I knew instantly that I needed to use the skills and knowledge gained from the evidence based policing lessons. I achieved best evidence by completing a Witness Interview Booklet with the female, this allowed me to gather enough information to immediately make lines of enquiry. I gathered the location, date, time and facts and went to the supermarket. I spoke with security who gave me access to CCTV so I could achieve best evidence. Upon reviewing the CCTV is become apparent that the young female had made a false allegation. I referred back to the National Decision Model to help me decide, I did not want to make a hasty choice without problem solving first.

“The National Decision Model (NDM) is suitable for all decisions and should be used by everyone in policing. Decision makers can use the NDM to structure a rationale of what they did during an incident and why”. – (College of Policing, 2013)

I checked the female on niche, the local police database, and PNC, the national police database which both returned as no trace. So, I made the decision to deal with this by using my powers of discretion. I have returned back to the young persons home and gave them stern words and explained the protentional life changing consequences of her actions. The accused was an elderly man who was unaware of the accusation. So, I made the call to not tell him to save him from the unnecessary distress.

Discretion is defined as; “The power or right to decide or act according to one’s own judgement” – (Dictionary.com, 2021)

From my experiences, dealing with the night-time economy has shown me the wider community. Many policing issues in the night are fuelled by alcohol and either involve domestic related offences or violence. I have found that this is causing adverse effects on the communities, due to the threat of violence or alarm/concerns. AlcoholChange reports that in 2018, 39% of violent incidents, the victims believed the offended to be intoxicated.

My perception of the wider community is that alcohol can be the root cause of any issue, and other times have no connection at all. I am able to see from a unique perspective the aftermath of alcohol and the concerns and problems it can bring. Therefore, I will always be aware of potential aggravated factor, alcohol.

Word count: 1923

‘All references used, can be found in more detail on the bibliography title page’

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

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CONFIDENTIALITY and PLAGIARISM – to be completed by the learner

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.

Signed: ___ JAMIE KING _____ (Learner)

Date: _ 13 October 2021 _____

TASK 5

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

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

Please note that I printed this off to be signed, my tutor Emma Dean PC 1454 and her colleague tutor Natasha Counsell 131 both stated that they did not need to sign this now and have not done it in the past.

I am documenting this as I do not want to be deducted the words this is worth due to something that is not my fault.

I have successfully completed the PDU phase and completed the Occupational Competency Portfolio and was signed off on my 10 week review as independent.

Signed: ___ Jamie King _____ (Learner)

Date: __20/09/2021 _____

Signed: ___ Emma Dean _____ (Tutor Constable)

Date: __20/09/2021 _____

(Please print this page, sign it, and scan it and add it back into the document)