

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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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 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:

In this essay, I will discuss the coping methods and development strategies that I have adopted during my tutorship in order to develop my resilience and minimise stress, whilst adapting to my new role as a Police Constable.

During the first few weeks of my tutorship, I quickly identified that I needed to take steps to minimise disruption to my Circadian Rhythms. An irregular circadian rhythm can have a negative effect on a person's ability to sleep and function properly, and can result in a number of health problems, including mood disorders such as depression, anxiety, bipolar disorder, and seasonal affective disorder (Epstein and Hassan, 2020).

Due to the sudden and drastic change to my working shift pattern, I started to experience fragmented sleep and periods of fatigue. To gain a better insight and understanding of my sleep quality, I used my Fitbit watch to monitor my sleep. My Fitbit provided me with an analysis of my sleep including stages of awake, Rapid Eye Moment (REM) sleep, light sleep and deep sleep. With this knowledge, I have been able to develop a sleep schedule to improve my sleep continuity. I have also reduced the amount of caffeine I consume towards the end of my shift to improve my sleep quality. Caffeine can have a disruptive effect on your sleep. The most obvious effect of the stimulant is that it can make it hard for you to fall asleep. One study also found that caffeine can delay the timing of your body clock. These effects will reduce your total sleep time (Sleep and Caffeine, 2013). In addition to this, I have also developed good sleep hygiene to limit disturbances whilst I sleep, I have invested in a blackout blind for my bedroom and limit screen time use before going to sleep.

Another area I have focused my attention is my work-life balance. Work-life balance refers to the level of prioritisation between personal and professional activities in an individual's life and the level to which activities related to their job are present in the home (What is Work-life Balance? n.d.). I have found that working varied shifts and having an irregular work schedule started to have a detrimental effect to my work-life balance. My work and university studies were consuming me and leaving very

little time for me to focus on my needs. This was causing me to feel stressed and irritable and started to affect my relationship at home. I identified what was important to me in order for me to take care of my well-being. Well-being is the experience of health, happiness, and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and ability to manage stress (Davis, 2019). I compiled a list of daily actions to incorporate into my daily routine. This included relaxation techniques such as walking meditation. Walking meditation lowers stress, reduces anxiety, improves sleep, makes exercise more enjoyable, increases focus and concentration, slows you down, helps you get to know your body, great for mental health, helps you connect with nature, lowers blood pressure, expands everyday mindfulness, helps you stay in the present moment, and many other health perks (Vikram, 2020).

Mindfulness training is a promising approach with high-stress populations that has been shown effective for increasing resilience and improving negative mental health outcomes common among Law enforcement officers (LEOs) (Christopher, Bowen and Witkiewitz, 2020). By combining mindfulness exercises within my yoga practice, I have developed skills that allow me to focus on my mind-body awareness. Rather than becoming overwhelmed by situations, I can become mindfully aware of my surroundings and effectively take in more information, which allows me to make more informed and calculated decisions. This not only benefits my wellbeing but also contributes to building resilience in preparation for stressful situations that I will endure during my policing career.

In conclusion, I appreciate the importance of a work-life balance and have taken steps to prioritise my personal wellbeing needs. This has provided me the opportunity to improve myself and develop skills that will be beneficial within my new role as a Police Constable.

Word Count - 686

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:

I was required to attend an address due to reports of an altercation between a mother and son. With the National Decision Model at the forefront of my mind, on route to the incident address, I conducted checks via my police issue mobile phone device to obtain further information and intelligence. The victim had been identified as a repeat victim of domestic abuse due to the level of incidents within a 12-month period and the suspect had been arrested the previous evening due to reports of a similar nature.

On arrival, as part of the South Wales Police policy in relation to domestic abuse incidents, I activated my Body Worn Camera. I spoke with the victim who informed me that her son had returned to the address after being released from custody and

had been consuming alcohol all day. The suspect was highly intoxicated and had become verbally abusive towards his mother and when asked to leave, refused to do so.

When the suspect took sight of my colleague and I, he immediately became agitated by our presence and started shouting at us with some incoherent dialogue and profanities. Appreciating the three core elements of the Mehrabian Communication Model, I considered the suspects personal space, my facial expressions and the volume and tone of my voice. According to the Mehrabian model, only 7% of personal communication relies on verbal communication or the actual words that are spoken. The remaining 93% lies in non-verbal communication, with 38% comprising tone of voice and 55% concerned with body language. Therefore, to communicate successfully, the Mehrabian rule can be incorporated into one's style of communication, with considerable focus on optimizing one's tone of voice and body language (The Mehrabian Model Of Communication, 2021).

In order to encourage the suspects cooperation I adopted an effective communication method. Effective communication includes not just the way you use the words but also covers several other skills such as, non-verbal communication, ability to understand your own emotions as well as of the other person with whom you are communicating, engaged listening, ability to speak assertively, etc. (What is Effective Communication? definition and barriers - Business Jargons, n.d.). I asked the suspect open questions to establish what was going on in the hope I could build a rapport with him and negotiate a resolution. Possibly, due to the suspects highly intoxicated state, the suspects behaviour continued to escalate and my methods of communication were failing.

Ensuring I utilised each stage of the National Decision Model, I evaluated all the information available to me, I assessed the threat and risk and considered a working strategy.

I was dealing with a vulnerable victim who had been a repeat victim of domestic abuse and I had a duty to take action to safeguard her. Domestic abuse repeat victimisation is defined by the force as two occurrences in 12 months but all staff understand that any case where the victim has previously reported domestic abuse to the police will influence the risk assessment (South Wales Police's approach to tackling domestic abuse, 2014). The victim lived alone and the suspect currently had no fixed abode and no alternative address for him to attend. The suspect was highly intoxicated, agitated, and refused to engage with officers.

At this point, I felt that the suspects further presence would have escalated causing further issues or more serious offences. Considering my powers and policies, I made the informed decision to arrest the suspect to prevent a Breach of the Peace. A Breach of the Peace is committed when an individual causes harm, or appears likely to cause harm, to a person, or in that person's presence, to his/her property, or puts that person in fear of such harm being done through an assault, affray, a riot, unlawful assembly or other disturbance. The basic principle is that a police officer may take reasonable action including arrest to stop a Breach of the Peace

which is occurring, or to prevent one which the police officer reasonably anticipates will occur imminently (principles and legislation, n.d.).

I informed the suspect that he was under arrest for Breach of the Peace and he immediately became actively aggressive and indicated his intention to resist arrest. He started shouting and tried to walk away. Utilising my powers under Section 117 - Police & Criminal Evidence Act 1984, I used reasonable and proportionate force and with the aid of my colleague successfully placed the suspect in handcuffs in the rear stack position with his hands behind his back.

On arrival to custody, the Custody Sergeant authorised the suspects detention and stated that the suspect would be "Binding Over" and appearing in Court the following morning. Binding over orders are a civil disposal available in the Criminal Courts and can, in the right circumstances, provide an effective means of dealing with low-level disorder. In summary, they act as a means of postponing a sentence on conditions. These powers are long standing and have a variety of statutory and common law sources (Binding Over Orders | The Crown Prosecution Service, 2019).

On returning to my designated Police Station, I completed the required administration tasks for the arrest and Court appearance of the suspect. This included a detailed MG11 Police Witness Statement and submission of my Body Worn Video footage.

Despite the victims refusal to provide a statement to document the incident, I prioritised her safety and wellbeing and implemented safeguarding measures and completed a Public Protection Notice. Officers who attend incidents complete a public protection notification document (PPN) which summarises the vulnerabilities of victims. This notice goes to the force public protection unit (PPU) which uses the information to assess the risk. A marker is created relating to the individual victim on the online intelligence system to indicate the level of risk to that victim (PEEL: Police effectiveness 2015 (Vulnerability), 2015).

The suspect appeared in Court the following morning and pleaded guilty for the offence of Breach of the Peace and was issued a £100 fine and 6-month notice.

On reflection, I am happy with the actions taken, as primarily this was a potential domestic abuse call. The wellbeing of the victim was always front and centre in all of my actions, I recognised the victim as being vulnerable and took appropriate action to protect and safeguard her from any risk or threat of harm. The suspects alcohol induced behaviour had made his actions completely illogical and despite his aggressive behaviour towards my colleague and I, I abided the Code of Ethics and treated the suspect with dignity and respect and communicated in a polite and professional manner. I considered the suspects human rights and arrest was only an unavoidable result of his escalating aggressive and dangerous behaviour. Force used was proportionate and only utilised when absolutely necessary.

Word Count - 1131

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:

Brief details were provided to me relating to a suspect that was in custody that had been arrested for Harassment and Breach of Restraining Order. I was tasked with conducting an interview with the suspect regarding the allegations that had been made against him. The suspect lived in a flat below the victim and it had been alleged that the suspect had verbally abused and intimidated the victim while they were leaving their place of abode. A Restraining Order was in place prohibiting the suspect from making contact directly or indirectly with the victim by any means whatsoever.

An 'investigative interview' is an interview conducted to elicit evidence or information from a person (i.e., witness, victim, complainant or suspect) during the process of an investigation. Investigative interviews conducted by police can vary greatly in purpose, scope and content. The common objective of all investigative interviews, however, is to elicit the most accurate, complete and detailed account of an incident in question (Wakefield and Fleming, n.d.). As the interviewing officer, my role was to facilitate an interview to allow the suspect the opportunity to answer questions relating to the allegations against him, ascertain information that could assist the

investigation and for the suspect to provide his own account of events before a decision on prosecution was made.

The PEACE Model was developed in the early 90s as a collaborative effort between law enforcement and psychologists in England and Wales. It was conceived as a way to stem the proliferation of false confessions that were resulting from an accusatory style of interviewing (Lomer, 2013). With the PEACE model at the forefront of my mind, I implemented the first stage: Plan and Prepare.

PACE code C sets out the requirements for the detention, treatment and questioning of suspects not related to terrorism in police custody by police officers (PACE Code C 2019, 2019). In order to ensure that the interview complied with Code C of the Police and Criminal Evidence Act 1984, I familiarised myself with the casefile and liaised with the on duty Custody Sergeant to make suitable arrangements for the suspect to be interviewed. I considered if under the provisions of Annex E – Code C, if the suspect was a vulnerable person and if there was any special requirements needed, such as an appropriate adult. I also took into consideration Annex G – Code C and considered if conducting the interview would significantly harm the suspects physical or mental wellbeing. I confirmed that the suspect was fit for interview and was not under the influence of alcohol or drugs.

I also took into consideration Code E and F of the Police and Criminal Evidence Act 1984 and Article 6 of the European Convention on Human Rights. Code E outlines the requirements for audio recording interviews with suspects. Code F should be considered if an interviewing officer makes a visual recording with sound of an interview with a suspect (PACE Codes E and F 2018, 2018). Article 6 - European Convention on Human Rights protects your right to a fair trial. You have the right to a fair and public trial or hearing if: you are charged with a criminal offence and have to go to court, or a public authority is making a decision that has a impact upon your civil rights or obligations (Article 6: Right to a fair trial | Equality and Human Rights Commission, 2018).

I acquainted myself with the witness statements, significant statements and exhibits and acknowledged the points to prove. I then identified the interview objectives, developed an interview plan including preparations for a 'no comment' or prepared statement interview and considered defences and reasonable explanations.

I prepared a written Legal Representative Briefing, which detailed the circumstances of the suspects' arrest, exhibits that I would be referring to and matters that I intended on discussing with the suspect during interview.

Having planned the interview and made suitable preparations, I was now ready to conduct the interview and move onto the next stage of the PEACE Model: Engage and Explain.

I conducted the introduction of the interview methodically referring to the Interview Memo Card. I cautioned the suspect, explained and confirmed his comprehension of the caution and informed him that he was entitled to free and independent legal advice at any time during the interview.

I then went onto explaining the reason for the interview, the route map stating the objectives that I wanted to discuss and routines.

The next stage of the PEACE Model: Account, required me to obtain the suspects account in relation to the alleged offence. In the hope to establish and maintain a rapport with the suspect to encourage him to engage with me during the interview, I asked the suspect an open question. It was at this point the suspects Legal Representative produced a copy of a prepared statement on behalf of her client. A prepared statement allows a suspect to control easily the amount of information that they disclose to the police. It means that the police have less information to question a suspect on than if they answered questions (A prepared statement as an alternative to answering questions - VHS Fletchers Solicitors, n.d.).

Taking a moment to read the prepared statement, I then identified topics that I wanted to discuss with the suspect. Again, I started by asking the suspect an open question to encourage his engagement. From that moment on, the suspect would only answer 'no comment' to my questions. I explained to the suspect that I appreciated that he was exercising his right to make no comment, however I did have a duty to ask him questions in relation to the allegation and to provide him the opportunity to provide an innocent explanation.

I asked the suspects Legal Representative if she could confirm that she had received a Legal Briefing in writing prior to the interview and if she had enough time to consult with her client.

I then continued to ask the suspect questions based on my initial interview plan and topics identified from the prepared statement.

Having exhausted all my questions to obtain the suspects account, I then moved onto the next stage of the PEACE Model: Challenge. I asked the suspect to explain and clarify any anomalies between the evidence that was available to me and his account, which he had provided to me in his prepared statement. The suspect continued to reply 'no comment'.

The next stage of the PEACE Model is Closure. I informed the suspect that I had no further questions and asked him if there was anything else that he would like to add or clarify in relation to the matter.

The interview was then concluded and the suspect was then returned to custody.

The final stage of the PEACE Model is Evaluation. At this point, I established whether there was any further action required and how the suspects account fitted in with the rest of the investigation.

On reflection, I hoped to have been more confident when conducting the interview due to feeling apprehensive when the suspect produced the prepared statement. Despite this, I do feel that my performance was effective and that my lack of experience did not affect the outcome of the investigation in these circumstances. I

am hopeful that this is an area I will improve with as I gain experience and develop during my career.

Word Count - 1228

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:

While attached to the 'After Dark' operation in Swansea City centre on a Saturday night, I was alerted to a large fight ongoing in the 'SA1' vicinity of Swansea. The purpose of the 'After Dark' operation is to increase police presence within the 'SA1' and Wind Street areas to account for the increased population due to the night-time economy. It is a proactive police approach to increase police visibility to prevent and deter crime.

On arrival at the scene, there was a group of approximately 12-15 males present, all involved in an ongoing altercation. No serious physical assaults were seen to be occurring but there was a lot of shouting and cursing which was causing alarm and distress to members of the public. Tensions were extremely high and the individuals involved were pushing and shoving each other.

I activated my Body Worn Video to capture audio and video evidence. Body Worn Video contributes to quicker resolution, improves officer safety and prevents crime. To obtain the group's attention and to gain control of the situation, using an assertive tone, I shouted "STOP IMMEDIATELY, BODY WORN VIDEO HAS BEEN ACTIVATED AND YOU ARE BEING RECORDED." This warning got the attention of the group and started to defuse the situation.

Taking into consideration, evidence-based policing, I then started to implement the ATLAS model. In an evidence-based policing approach, police officers and staff create, review and use the best available evidence to inform and challenge policies, practices and decisions (What is evidence-based policing? | What Works Centre for Crime Reduction, n.d.).

The first stage of the ATLAS model is ASK. In order to gain a better understanding of the ongoing situation, using my personal airwaves terminal, I requested further intelligence from the designated CCTV department to ascertain the best available evidence to help aid me with making informed decisions.

I then started asking some of the individuals present questions to establish what had occurred. Two of the males explained that the group were all friends who had all been out drinking all day by the Quayside and some had become heavily intoxicated. They explained that it was a "DRUNKEN SPAT OVER NOTHING" and they apologised for causing any issues. No complaints were forthcoming.

Utilising the next stage of the ATLAS model, TEST, I took into consideration The Problem-Analysis Triangle. The Problem Analysis Triangle was derived from the routine activity approach to explaining how and why crime occurs. This theory argues that when a crime occurs, three things happen at the same time and in the same space:

- a suitable target is available.
- there is the lack of a suitable guardian to prevent the crime from happening.
- a motivated offender is present. (The Problem Analysis Triangle | ASU Center for Problem-Oriented Policing, n.d.)

Taking into consideration the information that was available to me, I decided that a proportionate and discretionary response was the best course of action. The essence of "police discretion" is that when using the law police officers are authorised based on the presumption that they make choices (act as rational, independent, autonomous individuals) (Turner and Rowe, 2020). Discretion contributes to police integrity when it is used to promote a fair and just result. When utilising my discretion, I always employ the Police JPLANE mnemonic – Justified, Proportionate, Legal, Accountable, Necessary and Ethical.

The groups behaviour was a misuse of public space and disregarding to the local community. Making an accountable decision based on objective consideration of the factors surrounding the incident, I chose to exercise professional judgement and change what I felt was the most impactful element of The Problem-Analysis Triangle. By removing the offenders from the location, this would prevent further issues amongst the group and prevent any further Anti-Social Behaviour.

Acts of Anti-Social Behaviour can be perceived as 'signal crimes' to the local community giving them the impression that they are at risk or not safe. A 'signal crime', first suggested by Martin Innes in 2004, is one that sends a message to the public that all is not well in its locality. The fact of the crime, which might be minor in itself, flags up to people that things might get worse (Caless, 2014). This can cause members of the public to fear continued crime, feel vulnerable, fear an attack and develop a lack of faith in the police.

Due to high levels of Anti-Social Behaviour within the SA1 locality, I was aware that a Section 35 Dispersal Order was in place at the time. Section 35 of the Anti-Social Behaviour, Crime and Policing Act 2014 gives a Police Constable and a Police Community Support Officer in uniform the power to exclude a person from an area for a period of up to 48 hours with an Inspector's authority (Dispersals, n.d.).

Anti-Social Behaviour is a major concern, and the safety of the public is vital. Public perception of inaction on behalf of the police can have a detrimental effect and lose public confidence. We need to be seen to carrying out our duties effectively and dealing with incidents of Anti-Social Behaviour robustly and proportionately.

The next stage of the ATLAS Model is LEARN. By utilising the Section 35 Dispersal Order and issuing a direction to leave the locality to the individuals I had introduced an intervention, I now needed to measure the outcomes to establish its success. I had dispersed the individuals from the area which was a justified and proportionate response to the situation. I believed that such direction was necessary to prevent members of the public in the locality being caused further harassment, alarm or distress and to prevent further offences from being committed. If individuals fail to comply with a direction given under Section 35, they can be arrested and charged which can result to 3 months imprisonment or a fine.

Having measured the outcomes of my intervention I was ready to move on the next phase of the ATLAS Model, ADAPT. If in the event the intervention was not successful, I would need to adapt my understanding of the situation and consider alternative resolutions. On this occasion the individuals had vacated the area to return home implying the desired effect had been achieved.

The final stage of the ATLAS Model is SHARE. I updated Niche with all the details of the persons who had been given a direction and the terms of the direction. This

enables colleagues to act accordingly in the event that an individual breaches the Dispersal Order and also informs colleagues of the success of the direction resulting in them possibly adapting the same approach.

During the incident I remained accountable for my decisions by utilising the National Decision Model. With the Code of Ethics at the centre, the National Decision Model assisted me using my discretion and deciding the most appropriate course of action. It supported me making autonomous lawful decisions that were safe, lawful and that could stand up to public scrutiny.

Procedural justice focuses on the way police and other legal authorities interact with the public, and how the characteristics of those interactions shape the public's views of the police, their willingness to obey the law, and actual crime rates. Mounting evidence shows that community perceptions of procedural justice can have a significant impact on public safety (Procedural Justice, n.d.).

I feel that I delivered an enhanced service to the public by competently demonstrating the policing principles that underpin the Code of Ethics. Appreciating the importance of positive public interaction and remembering that the founder of modern policing, Sir Robert Peel, said 'the police are the public and the public are the police', I ensured that I was friendly and approachable, treated everyone with respect, made fair decisions and took the time to explain my decisions.

As Police Officers, our professional conduct is increasingly under public scrutiny and more often public perception of policing is increasingly negative. Looking back on the actions taken during this incident, I feel that they do reflect positive policing. My actions were justified and proportionate and would have been absolutely reasonable for any members of the public witnessing the incident.

Despite the individuals being quite hostile initially, I remained professional and was empathetic to the situation. Potentially the group of individuals could have all been arrested for an affray but that would not have been a proportionate response under the circumstances. Arrest was only going to be utilised as a last result in order to prevent the individuals from committing further offences.

The use of assertive verbal communications to alert the group of my presence and to notify them of my Body Worn Video being activated undoubtedly had a positive influence and promptly de-escalated the situation.

This was an extremely hostile, alcohol fuelled Anti-Social Behaviour incident that could have resulted in individuals being assaulted, members of the public and colleagues being harmed and criminal damage taking place. Members of the public were caused to be harassed, alarmed and distressed due to the intimidating nature of the incident and had the situation not been resolved appropriately could have given the public a negative impression of the police.

On reflection, this was a positive policing resolution which was resolved with effective communication and proportionate action at the lowest possible level. By utilising the National Decision Model, Evidence Based Policing – ATLAS, The

Problem Analysis Triangle, Section 35 - Anti-Social Behaviour, Crime and Policing Act 2014 and valuing Procedural Justice, I was able to make well informed decisions and provide clear and concise instructions. The desired outcome was achieved without negatively impacting on the public's perception of the Police.

Word Count - 1590

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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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: V Allen (Learner)

Date: 14/06/2021

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.

Signed: V ALLEN (Learner)

Date: 14/06/2021

Signed: PC 5800 FOWLER (Tutor Constable)

Date: 14/06/2021

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