



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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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.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Student Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is very important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Student Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*

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: During my initial six months of training I used various techniques to manage health, stress and build up resilience. Starting on shift, working various unsocial hours has made some of these techniques difficult to implement due to the time of day worked and working on weekends and public holidays. One of the techniques I used was to socialise with friends and going for drinks on Friday or Saturday nights. This has become difficult due to my friends working typical nine to five, Monday to Friday meaning that when I have time off during the week, either friends are in work or they don't have the time to socialise. It has also become impractical to implement some of the techniques. Running was the main stress relivers I used but finishing work at midnight or working during the night has meant that energy levels during the day and times that I finish work have limited the days I can run to the four rest days that I have off.

Since starting shift work, I have seen first-hand and experienced the stress that front line officers are dealing with and now more than ever realise the importance of building a resilience towards it. Research conducted by the Police Federation of England and Wales showed that nearly 8 out of 10 officers felt feelings of stress or anxiety and 94% of all officers asked felt that this was as a result of the job that they do (Mind, 2019). Working shifts can have many negative effects on the body, shift work itself can potentially be a psychosocial stressor leading to feelings of anxiety or depression. Research has also linked cardiovascular disorders to shift working, with workers being at a 40% greater risk of heart disease (Harrington, 2022). Therefore, it was key that I found a means of get regular exercise, with the benefits of relaxing and de-stress on days where other relaxation methods wouldn't fit into my schedule.

Because of this, I decided to get a bicycle through the cycle to work scheme. This enables me to cycle to work on day shift, gaining an hours' worth of exercise on days where I wouldn't normally get the opportunity to because of the time of day starting work and then finally coming home and preparing food for the evening and getting ready for the following day. Cycling has been shown to have many health benefits. Importantly cycling has been shown to lower the chances of developing heart disease by building up cardiorespiratory and muscular fitness and it can reduce depression (Oja et al., 2011). As little as two and a half hours a week of

moderate exercise can reduce a persons mortality risk by around 19% (Götschi, Garrard & Giles-Corti, 2016). This means that the negative effects of working shifts such as the risk of cardiovascular disorders or the added risk of depression are countered by cycling two days a week and due to the time taken to cycle to work, I am meeting the recommended exercise for the week.

Research has shown that people who commute by bicycle to work are less likely to suffer from stress than those who don't. However, the number of times you commute to work by bicycle also effects the benefits of commuting in this way. In a study of 788 adults in Spain, people were asked by what means do they travel to work. They were then split into two categories, either bicycle commuter or non-bicycle commuter and asked questions on their perceived stress levels. In conclusion, it was found that those who commute by bike are less prone to stress and the number of times a person commutes by bike throughout the week reduces their perceived stress (Avila-Palencia et al., 2017). By exercising in this way, you are triggering your body's natural response to stress by increasing blood pressure, increasing heart rate and heightening mental alertness. By triggering this response, your body builds a natural resilience to stress and the negative effects of stress which are the same as the benefits of cycling, reducing the risks of cardiovascular diseases (Childs and de Wit, 2014).

I have found that cycling has really improved my personal stress level as well preparing me for the day ahead. The biggest benefit to cycling to and from work has been the added time I have to reflect on the day's events and allows me to relax before getting home. It gives me a convenient means of exercise while saving me money on fuel and taking the added stress of traffic and finding somewhere to park ones I arrive at work.

764 Words

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 essay I will be discussing and reflecting upon a domestic incident that I attended, where the suspected offender had a number of vulnerabilities that affected the way we communicated with him at the scene and in custody as well as the way we treated and handled him during his stay in cell and during interview.

I was called to a third-party report of a domestic disturbance taking place in a flat between a pregnant female and her boyfriend. Upon entering the flat, the female was located in the main bedroom and the boyfriend was in the living room with his mother. As this was being treated as a domestic incident, the female was spoken to by one officer away from the male to get an account of what had happened and to get some idea of offences. While this was taking place, I along with another colleague spoke with the male and his mother to get his version of what had taken place. The male was very anti-police and refused to provide details at first, his mother was the same. Initially the male was very agitated and confrontational so required effective communication to calm and reassure him that as police, we weren't there to hurt him. The male was later arrested and taken to custody where his vulnerabilities

came into effect and safeguarding measures put in place. There were no cultural, ethnicity or language issues during this incident.

When responding to incidents like this one, police have a need to identify any mental or physical vulnerabilities that the victim or suspect may or may not have, this includes any mental ill health, mental vulnerabilities or learning disabilities. The college of policing gives a national definition for police incidents involving mental health as “Any police incident thought to relate to someone’s mental health where their vulnerability is at the centre of the incident or where the police have had to do something additionally or differently because of it” (College of Policing, 2020). In this case, the male suspect had severe anxiety which included claustrophobia and obsessive-compulsive disorder. An anxiety disorder affects how a person feels in relation to things that they are worried or afraid of, specifically what is about to happen (Mind, 2022). In this case, officers being present in the address was a big stress factor for the male and this triggered his anxiety. The resulting effect of this was the way we communicated with the suspect but also managing his welfare due to medical complaints that he was making. During our time at the address, the male started complaining about chest pains, dry mouth, muscular aches and severe sweating, these are all symptoms of anxiety (NHS.uk, 2018). Due to this, we made sure that the male had access to fresh air, provided him with water and tried to reassure him by explaining our process when dealing with an incident such as this.

Because of the male’s anxiety, communication was key in keeping the situation calm, reassuring him to prevent any escalations of his symptoms and to explain what was required of him. To do this, a number of techniques were used to appear understanding and calm. A common effect of anxiety and a natural defence mechanism is for the sufferer to become abnormally aggressive (Neumann, Veenema and Beiderbeck, 2010). The male in this case was very aggressive towards officers when we first engaged with him, so I used an assertive style of communication to get the required questions answered, get the male to follow the instructions I was giving him and to show him that I was in charge. Assertive communication is a combination of aggressive and passive communication mixed into one and involves the use of body language such as eye contact and hand gestures. It allows the user to show empathy and understanding to the audience and give them an opportunity to respond to your questions or requests at a civil level before escalating (Pipas and Jaradat, 2010, pp, 649 – 656). I used this style of communication in several ways. Firstly, I showed empathy in regard to the situation as I knew it wasn’t nice having police come into your personal space, start asking you questions and asking you to follow instructions. When I asked the male to do something, I left it very open to make it seem that I was giving the male a choice. When the male remained in situ, my question changed to “would you like to” to “can you” and then finally a direct order before escalating to the use of force.

Due to the male’s anxiety issues and claustrophobia, special measures were required to be put in place to safeguard the victim and make sure that his rights while in custody were met. Code C of the Police and Criminal Evidence Act 1984 (PACE) covers the suspects rights while being detained in a police custody unit. According to Code C of PACE, the word vulnerable applies to any person with a mental health condition or mental disorder who may have difficulty communicating or understanding the reasons for their detention or what they are being told. They

might not understand the importance of what they are being told or what is being asked of them and finally they might unintentionally incriminate themselves or readily agree to things which might not be true or accurate. In situations such as this, an appropriate adult (AA) is required to come and support the suspect that is in custody. According to the Home Offices 'Guide for appropriate adults' an AA is present to 'support and assist the detained person, to observe whether the police are acting properly, fairly and with respect for the rights of the detained person. To assist with communication between the defendant and police and to ensure that the detained person understands their rights' (Home Office, No date). In this instance, the male was unable to read or write and didn't understand questions put to him in terms of his rights. His brother acted as his AA and this not only assisted on mediation between the police and the male but also revealed further medical issues that hadn't been disclosed.

Finally, the male was extremely concerned with being placed into a cell for the duration of his time in custody due to his claustrophobia. Claustrophobia is defined as "an extreme fear of being in a small confined place; the unpleasant feeling that a person gets in a situation that restricts them" (Oxford Learner's Dictionary, 2022). Unfortunately, there was no other option of dealing with the male other than bringing him into a custody unit to be detained until enquires could be conducted. Due to his vulnerabilities, I explored options such as taking the male to an address some distance away from his partner, but no appropriate accommodation could be found. Custody wasn't the most appropriate place for him to be but safeguarding the victim came before his welfare. The decision was made for the male to be taken to a cell that had a large window on the rear wall of the cell and a full-length window on the cell door. This somewhat helped the male but ultimately, the decision was made that the male would be on one to one in his cell. This meant that I sat outside the cell with the male inside and the cell door remaining open.

In conclusion, I feel that the male's vulnerabilities were catered for as best as I could in the situation presented to me. The male had several issues that required several changes made to him including adaptations to his cell arrangements, finding contact details for the males AA and giving him plenty of time to calm down and regain his composure before taking him to custody with the aim to reduce the risk of further anxiety attacks. In future cases I aim to continue exploring the best options for both victims and suspects where appropriate, that are deemed to have vulnerabilities.

Total words 1333

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 essay, I will discuss and reflect upon an interview I conducted with an 18 year old male who had been arrested for violent disorder and upon being searched, was found to have a small quantity of class B drug (cannabis) and in possession of an offensive weapon (Crown Prosecution Service, 2021; Legislation.gov.uk, 2022).

A report was received by the police of a group of youths throwing glass bottles at a group of three adults as well as shouting verbal abuse towards them. Officers attended the area and located the caller who was part of the group receiving abuse. Due to the time of day the incident took place, there were large groups of youths walking around the immediate area making it difficult to identify groups. While speaking to the reporting person, they identified two males who had just walked around the corner and come into view of the officers and victim. As officers have approached the two youths, one ran away and after a short foot pursuit stopped and handed himself in. Upon being detained, he was searched, and a small bag of cannabis was found in his pocket as well as a small adjustable wrench. He was arrested for possession of both items as well as violent disorder. Due to the incident taking place late in the evening, approximately 20:00hrs, this was handed over to me to conduct the interview of the suspect. There were no cultural, ethnicity or language issues during this incident.

When preparing and conducting an interview, officers are taught to follow a framework known as 'PEACE' (College of Policing, 2022). It provides a structured method for preparing for an interview as well as helping the officer to engage with the suspect and draw out as much information as possible by means of questioning. It is considered a means of achieving 'best evidence'. The first part of PEACE is Planning and Preparation phase. This is where I created an interview plan and aid memoir to make sure I covered all the requirements of PACE code C and have all available evidence and questions on one document to easily follow. This helps me to keep the interview relaxed because I have a structure to follow, keeping me on track if the interview get lead astray by an uncooperative or disruptive suspect (College of Policing, 2022; Gov.uk, 2020).

One of the first things I do when receiving a handover and preparing to conduct an interview is to carry out a background check on the offender and look on their custody record. Using systems such as NICHE and the Police National Computer, I can look at a person's criminal history and previous involvement with the police. It also provides me with information such as age and vulnerabilities of the offender (ACRO Criminal Records Office, 2022; NicheRMS365, 2021). The reasons for making sure that I know the offenders age or vulnerabilities is to ensure that appropriate safeguarding measures are put in place at custody and during interview. One of the safeguarding measures is to ensure that an appropriate adult (AA) is present during interview. An AA is required when an offender is brought into custody and are under the age of 18 or have a mental vulnerability. They are there to support the offender and make sure that they understand what is being asked and why (Home Office, No date). I also check to see if the suspect has requested a solicitor for the interview, this is important as it is the suspects right under Code C of PACE to have one present, if the suspect refuses a solicitor I am obligated to remind them of this right during the interview. The solicitor is provided with a disclosure form, informing them of the questions I will be asking and available evidence. (College of Policing, 2022; Gov.uk, 2020).

The second part of the PEACE model is to engage and explain. This is a very important part of the interview as this can influences and set the tone of the interview. If a person is unknown to police, then they wouldn't have experienced being questioned under caution and the sort of questions that would be asked of them. For the police, this means that it is unknown how the suspect will react and if they would cooperate. To counter this, it's important to explain to the suspect what you hope to get out of the interview and that they have the opportunity to freely account for their involvement in the alleged offence (College of Policing, 2022).

The third part of PEACE is the account, clarification and challenge. This section is where I start to questions of suspect. The account stage gives the suspect the chance to give their explanation of the events that they were involved in, why they did what they did or how they weren't involved in the alleged offence. This involves using a range of questioning techniques to get a clear account from the suspect. Open questions allow for a free uninterrupted account and closed questions allow for a more direct answer to questions that weren't covered by the free account given by the suspect. Forced choice questions gave me the opportunity to get a clear answer and clear up any ambiguity in his answers. Force choice questions can have a negative effect on the interview by means of forcing the suspect into answering a

question that they might not be certain of. For example, if I asked the suspect the colour of the weapon they had on them and they answer with dark blue instead of light blue, it leaves uncertainty as to whether they were guessing or their idea of the colour was different to my own. When concluding the questioning stage, it is important to clarify what has been said by the suspect to make sure that my understanding was correct and provides them the opportunity to clear up any uncertainty (College of Policing, 2022).

Concluding the interview and evaluating the interviewer's performance are the final stages of PEACE. It's important that the interview has a natural conclusion and needs to round off with what has been discussed during the interview to provide a final opportunity to clear up any misunderstandings or things that the suspect wants to clarify. It is also when the opportunity is given to a second interviewer or the suspect's solicitor to ask any questions they deem relevant that they want recorded. Finally, the evaluation stage takes place post interview and is self-explanatory. Following every interview I conduct, I reflect on the errors that I have made and how I can help prevent this from happening during the next one I conduct (College of Policing, 2022).

My own performance during the interview can affect how smooth the interview runs and the overall outcome of the interview. During an interview I find myself feeling very nervous about the prospect sitting in front of the solicitor and the suspect and then recording myself during the process. This is because I struggle to read aloud due to being dyslexic. In the book *Dyslexia in the workplace* (2010), it is discussed how dyslexic people may struggle to pronounce and read long words and when reading out loud in meetings, may feel additional pressure (Bartlett, Moody and Kindersley, 2010). When reading through my aid memoir, this is exactly how I feel and if I do stumble on a word, I find myself under additional pressure and begin tripping up more and more. This then causes me to begin to rush through the interview to try and finish as quickly as possible.

In conclusion, I feel that I produced and conducted a good, clear interview plan that had relevant questions and ensured that all points to prove were met to ensure the desired outcome was achieved. Due to the suspect not wanting a solicitor, I found that the interview was much more relaxed. I didn't struggle or trip up while reading my aid memoir and this helped me stay calm and allow the suspect to give a full, free account of his involvement. In future interviews, I will use this interview as an example of how staying calm improved the atmosphere during the interview and helps give a more desirable outcome.

Total words 1375

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: I have been working as a response officer within Gwent Police for approximately 13 weeks in the west local force area and more specifically the Torfaen. In this area of the force, anti-social behaviour (ASB) is an issue like most. However, due to the demographic of this area, specifically Pontypool, not a great deal of ASB takes place during the night-time. This is due to the lack of clubs and pubs resulting in a no real night-time economy resulting in low levels of ASB related offences. During the day, Gwent Police use their Neighbourhood Policing team (NPT) made up of Police officers and community support officers to deal with reports of ASB. Due to this, I haven't personally dealt with any ASB due to response officers being sent to other priority and emergency calls and the short period of time that I have worked as a response officer in Pontypool.

ASB is defined in the anti-social behaviour, crime and policing act 2014 as “conduct that has caused, or is likely to cause, harassment, alarm or distress to any person” (legislation.gov.uk, 2022). ASB is formed around three main categories; Personal antisocial behaviour, where a person targets a specific person or group, Nuisance antisocial behaviour, where a community is affected by harassment, alarm or distress and Environmental antisocial behaviour, where the community is affected by a person’s behaviour towards nature and building. Under these headings, there are then a number of actions or crimes that are categorised as ASB. Within my area of work, the main types of ASB reported are vehicle nuisance or inappropriate use such as vehicles being driven on areas other than roads, rowdy or nuisance neighbours, this includes disputes over parking, housing boundaries or noise nuisance, and finally, rowdy or inconsiderate behaviour. This includes groups of youths causing a nuisance by shouting, swearing and littering and in extreme cases, the use of fire to burn rubbish or start grass fires (Gwent police, no date). There are several others including littering or drug paraphernalia, animal problems, trespassing, nuisance calls, begging, prostitution-related activity and the misuse of fireworks.

ASB is a massive problem within the UK and results in financial impacts to communities such as the cost for the emergency service response to reports of ASB.

The home office conducted a report titled Defining and measuring anti-social behaviour (2004) where a one-day survey was conducted that accumulated the total number of ASB recorded across 1,500 partner agencies in Wales and England. They recorded a total of 66,107 cases of ASB with the top incidence including littering, including fly typing, Criminal damage / vandalism and finally nuisance behaviour. Limitations to this report were that it was conducted in 2003 so the data is out of date and due to the reports being made to multiple agencies, there is no guaranty that some of the reports weren’t duplicated (Home office, 2004).

More recent figures published in April 2020 by the national police chief’s council, taken over a period of four weeks when the UK was in its first lockdown due to Covid-19 showed an overall fall in crime but a big increase in ASB. The total number of reports made to the police was 178,000 which was an increase of 59% over the previous year (BBC News, 2020). These figures were taken from reports made in both England and Wales. The limitations to these figures however are that they only account for reports made directly to the police and don’t consider that due to lockdown people were home from work/school and possible more likely to experience ASB.

The most recent figures released by the Office of National Statistics covering September 2020 to September 2021 revealed that there were 1.6 million reports of ASB to the police. Over the year, a trend formed whereby the number of reported ASB incidents dropped as the year concluded. This could potentially be due to the easing of Covid restrictions as the year progressed. Figures for this year are yet to be published but with restrictions easing further, theoretically, a downwards trend should continue (Office of National Statistics, 2021).

ASB can have a detrimental impact on individuals or the wider community depending upon the type of ASB. In a qualitative survey conducted by Vicky Heap, she interviewed groups of victims of various types of ASB and asked questions regarding the impact that the behaviour has had on their lives. A number of the

victims reported fears of going outside in their local community, issues sleeping due to noise and as a result suffering in work. Others reported concerns about having their children playing outside or fears about being followed when they leave the house. In extreme cases, victims reported living in constant fear when they hear loud music outside or doors being slammed, they feel like the issues are starting again (Heap, 2020).

One of the most notable cases of ASB and severity of the consequences of such behaviour is the case of Fiona Pilkington and her severely disabled daughter Francecca Hardwick. Fiona and her family suffered at the hands of a gang of youths in her street. Over a 10-year period, between 1997 and 2007, Fiona contacted the police to report 33 incidents of ASB. These included youths outside her address shouting abuse towards her and her disabled daughter, setting her garden fence on fire, throwing flour and eggs at the property, bullying her son in school and holding him at knife point before locking him in a shed. In some of these incidents, no police action was taken and when action was taken, none of the previous ASB incidents were linked and the family weren't treated as vulnerable due to Francecca's disability. All this accumulated and resulted in Fiona driving Francecca to a layby with the family rabbit to keep Francecca calm before setting the car on fire, killing Francecca and herself. In 2011, an Independent Police Complaints Commission report found that Leicestershire Police failed in the way they dealt with and treated the Pilkington family and resulted in disciplinary action being taken against the officers involved. Following this review, a number of changes were made including giving the victim the power to request a review into how the police and local authority have dealt with their case and see if further action should be taken. This is known as a 'Community Trigger' (BBC News, 2009; Hampshire Safeguarding Adult Board, No date; Local Government Association, 2014; The Guardian, 2011).

To help tackle ASB, the police have a number of powers and disposable methods in their arsenal. Many of them fall under the legislation covered in the Anti-Social Behaviour, Crime and Police Act 2014. This act brings about several changes to the way police deal with ASB and puts victims at the heart of the crime. One of the powers police have is to request an injunction from the courts on a person who commits behaviour deemed to be anti-social. It states behaviours or actions that the recipient cannot engage in otherwise they risk arrest or fine. Another means of disposable is a Criminal Behaviour Order (CBO). This can be issued by a court after an application from the police when an offender is convicted of an offence, a CBO can be put in place which is very similar to the injunction. It sets out restrictions on the offender, preventing them from entering certain areas or carrying out set actions. The CBO however carries strict penalties for breaching the order. It is classed as an either way offence and on a summary conviction, the offender faces 6 months imprisonment and/or both and on indictment can face up to 5 years imprisonment and/or a fine. If persistent ASB is reported in an area but is committed by multiple persons or multiple groups, a dispersal order under section 35 can be enforced. They are enforced in a specific area where harassment, alarm or distress is likely to be caused and must be granted by a police officer with the rank of at least inspector or above. The order can be in place for a maximum of 48hrs and within that time, any police officer can request a person above the age of 10 to leave the area and not return within a set time. If a person fails to comply with a direction under this order, they could face imprisonment up to 3 months and/or a fine. Within

the area I work, I know of several occasions where a section 35 disposable order has been placed on the town centre due to youth issues and the results have shown that orders such as these have a positive impact on the local community (Legislation.gov.uk, 2014).

In order to counter ASB, Gwent Police use several partner agencies to help prevent youths committing ASB, these partner agencies include local councils and fellow emergency services to divert youths away from crime. Gwent police community fund is a not-for-profit organisation that works to provide early prevention for youths who might find themselves getting into trouble. One of the organisations that received funding was the Cwmbran centre for young people. Due to a lack of funding, the group had to withdraw evening sessions meaning that youths started hanging out in the town centre and causing issues. Once Gwent police started to provide new funding for the group, issues on the town began to drop again and now over 100 youths have activities to take part in. South Wales Fire and Rescue have also joined Gwent Police in preventing fire crime related ASB. This partnership aims to stop grass fires in the countryside and speak to potential arsonists to show the dangers they are creating (Association of Police and Crime Commissioners, 2021; Gwent Police and Crime Commissioner, 2021).

When responding to issues of ASB, it is important that one's own bias doesn't affect the way you respond to the incident and how you dispose of any identified offenders. Bias can be defined as "the action of supporting or opposing a particular person or thing in an unfair way, because of allowing personal opinions to influence your judgment" (Cambridge Dictionary, No date). One bias that I feel I will have when attending calls for ASB will be past experiences when I was a teenager. I used to hang around in large groups and used to make quite a bit of noise. This could be viewed as ASB but if I was sent to something similar, I could look at it as youths being youths as it was something that I used to do. This could affect how I deal with the incident and dismiss ASB however, I am now aware of the potential for bias.

In conclusion, it is important to know the different forms ASB can take to be able to identify and deal with cases at the earliest opportunity. With ASB being a problem within local communities, dealing with issues is key to prevent escalations in such behaviours and protect the local communities from harassment, alarm or distress. Knowing local partner agencies can assist with issues relating to ASB, provides a means of diversion so when attending an ASB call, I can send perpetrators to an activity that could help prevent them from getting into more serious trouble and prevent further issues with that particular individual. With the research I have conducted, I now have a better understanding of the consequences ASB has on communities and I now feel more confident that if sent to an ASB incident, I know the types, the consequences and disposable methods of ASB.

Total Words 1925

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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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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:  (Learner Jack Droogan)

Date: 25/04/2022

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: Jack Droogan (Learner)

Date: 25/04/2022

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