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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.

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	600
Task 2	Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.	1500
Task 3	Conducting investigations (Interviewing suspects), communication skills, decision making and discretion.	1500
Component 2 40%		
Task 4	Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.	2400
	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	
	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).

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

ANSWER:

Throughout this task I will reflect on the coping strategies I have applied to develop resilience and minimise stress when adapting to my role as a Police constable within the work place.

The nature of the work is now putting into practice what the initial training taught us, only difference being this is real life rather than a practical scenario.

I think in policing it is key for me to be able to relax after work and switch off my mind so after shift I would take part in an hour of yoga each day in order to relax. Yoga incorporates breathing exercises, meditation and poses designed to encourage relaxation and reduce stress. Practicing yoga is said to come with many benefits for both mental and physical health. It is known for its ability to ease stress and promote relaxation. It is also a way to cope with feelings of anxiety. Adding yoga to my fitness routine has also helped improve my flexibility and balance which is important for my role (healthline 2020)

Also I have taken up mindfulness which is something that can be practiced in work and home when something is stressful by just taking that moment to relax my mind and get my concentration in a place where I am not overwhelmed by what is going on

around me. This is usually focussed on my breathing and getting the oxygen to my brain in order to help me relax.

Mindfulness is a technique you can learn which involves making a special effort to notice what's happening in the present moment in your mind, body and surroundings, without judging anything. (Mind charity 2020)

Maintaining a healthy diet has also been part of the bigger picture to help me relieve stress. By eating a healthy and balanced diet it is key to helping manage the psychological changes caused by stress. Adrenalin function is significantly influenced by blood sugar levels, therefore a healthy and balanced diet will stabilise levels of sugar in the blood. (BBC good food 2020)

I always have breakfast everyday as this kick starts my metabolism and gives me the energy to get things done and focus on shift. I find when I have breakfast in a morning it helps my concentration improve and also better for my memory.

Exercising has been the main key element for myself in order to relieve stress. Physical activity improves your body's ability to use oxygen and also improves blood flow. Both of these changes have a direct effect on your brain. Exercise also increases your brain's production of endorphins. Endorphins are the "feel good" neurotransmitters that are responsible for the coveted "runner's high." This is the sense of well-being and euphoria that many people experience after exercise. (healthline 2020)

By taking part in a 30 minute run in the morning to start my day, I feel my body relaxed for when I am going onto shift. In the position of police constable it is important to try and feel relaxed prior to starting shift in order to face the stresses that may arise. When

on shift then I have the other tools available to me like mindfulness as discussed earlier in the task to use to cope when stresses arise. By starting my day with the run I always find it makes me diet well and eat healthy throughout the day.

Throughout this task I have outlined all the coping strategies I have applied to develop resilience and minimise stress within the work place.

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.

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

ANSWER:

Throughout this task I will explain how I played a significant role in a policing incident involving a vulnerable person and the responsibilities I took in safeguarding that individual involved. I will explain the role the police have in managing these incidents and ways I reduced risk and harm to the victim. In this reflection I will illustrate my understanding and application of core principles of ethics, equality, diversity and human rights. For this task I will be using the Gibbs model of reflection to structure and explain how I dealt with the victim of the incident.

This incident was in relation to a report from a 99 year old pensioner who reported to police that her son was being abusive towards her in her house in Newport. The incident was marked as a domestic incident. Upon arrival I was in company with a colleague and we were greeted at the door by her son who the caller was reporting in reference to being abusive. I spoke with the victim while my colleague spoke with the suspect. Upon speaking with the victim she said that she did not want to make a complaint about her son but she did want him removed from the property. The victim said her son was constantly making threats to her that she would be put in a home and making her feel isolated from the outside world by not letting her see her friends. I discovered the victim's son had made threats towards her but she did not feel in fear of him. This incident was evident to me and my colleague that it was a form of domestic abuse in a way of psychological and emotional abuse and also controlling behaviour from the son.

Domestic abuse is defined as an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer.

Domestic abuse can include, but is not limited to, the following:

- Coercive control (a pattern of intimidation, degradation, isolation and control with the use or threat of physical or sexual violence)
- Psychological and/or emotional abuse
- Physical or sexual abuse
- Financial or economic abuse

- Harassment and stalking

(Women's aid 2020)

Controlling Behaviour is a range of acts designed to exploit, intimidate and manipulate someone for personal gain and reasons.

This involves depriving them of their independence in an effort to show control and can lead to other forms of abuse. (Domestic violence UK 2019)

I completed a Domestic Abuse, Stalking, Harassment form with the victim which is known in Gwent police as a 'DASH'. This is used to identify the risks the victim is under and then assess and manage the risks. This risk model helps front line practitioners and specialist staff identify high risk domestic abuse, stalking and harassment. It also helps staff identify dangerous and serial perpetrators. This form helps decide what partner agencies the victim needs to be referred to and enables the agencies to make decisions based on the evidence from historic cases.

Also I completed a PPN with the victim which is a Public Protection Notice. This is a form that has to be submitted by the police in every domestic abuse situation. This is used to update the partner agencies and share information in order for them to provide further assistance to the victims and other vulnerable persons. By completing and submitting this I wanted to get the help for this victim due to the fact she was 99 years of age and classed as a vulnerable person.

The public protection notice lists 29 questions which are used to identify, assess and manage risk in relation to the domestic abuse. All decisions made must be recorded, reviewed and updated. The risk identification process remains dynamic and must be

kept under review. The victim is graded by the officer as either Standard, Medium or High risk.

Standard risk- does not indicate likelihood of causing serious harm.

Medium risk- there are identifiable indicators of risk of serious harm. The offender has potential to cause serious harm but unlikely too unless there is a change of circumstances.

High risk- there are identifiable indicators of risk of serious harm which could happen at any time.

In this case of the victim I dealt with she was graded as a Standard risk and after completing the form she did not indicate any likelihood of suffering serious harm by her son.

Throughout this domestic incident I was considering Article 2 of the Human rights act 1998: Right to life. This is defined as

1. Everyone's right to life shall be protected by law. No one shall be deprived of his life intentionally save in the execution of a sentence of a court following his conviction of a crime for which this penalty is provided by law.
2. Deprivation of life shall not be regarded as inflicted in contravention of this Article when it results from the use of force which is no more than absolutely necessary:
 - (a) In defence of any person from unlawful violence;
 - (b) In order to effect a lawful arrest or to prevent the escape of a person lawfully detained;

(c) In action lawfully taken for the purpose of quelling a riot or insurrection.

(Legislation Gov 2020)

This act means that the government should take appropriate measures to safeguard life by making laws to protect the victim and take necessary steps to protect the victim if their life is at risk. This is where police officers take control with our steps to safeguard.

Throughout this situation I was feeling like I wanted to do the maximum I could to help this elderly woman as she is 99 year old woman and should not be treated so badly. She was clearly a vulnerable person due to her age. Before the situation my main concern was to safeguard the victim and I felt we did this to the best we could.

A good thing on my behalf was the use of my active listening skills. Active listening is when you are fully concentrating on what is being said rather than just passively hearing the message and ensuring you give your full attention to the speaker where in this case it was the victim. On a domestic incident like this it is imperative that the Police are taking it seriously.

There are a number of non-verbal signs of active listening.

Smile- Smiles show that the listener is paying attention to what is being said or as a way of agreeing or being happy with the messages being received. With a combination of nods of the head the smile is affirming that the conversation being had is understood. In this incident a smile would be deemed inappropriate as this was a domestic incident.

Eye contact- It is usually encouraging for the listener to look at the speaker. Eye contact can sometimes come across as intimidating but in a situation like this

domestic incident it showed the victim I was taking her account seriously and listening to what is being said.

Posture- This can tell a lot about the person listening, in this situation it was me as the attending officer. An attentive listener tends to lean slightly forward or sideways whilst sitting. Other signs of active listening may include a slight slant of the head.
(Skills you need 2020)

Throughout the situation it went well that I was confident in using the tools in which the police have available to me where by completing the public protection notice with the victim in order to be shared with multi agencies was reassuring to myself and the victim that she would be getting the necessary support that she needs.

From the situation I learnt how imperative it was to actively listen to the vulnerable person and get the necessary paperwork and checks done so that she feels reassured that help is going to get to her and then when you are actively listening the victim feels you are taking her situation seriously and you genuinely care and want to help.

Throughout this task I have explained how effective communication was used through active listening and taking into account vulnerabilities and building a rapport with the victim to gain their trust. I have taken into account their vulnerabilities and explained the process to safeguarding the victim and getting her the referrals to help her and to minimise risk. I have talked about the human rights act and explained the right to life and codes of practice in relation to this incident.

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.

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

ANSWER:

Throughout this task I will explain how I played a significant role in a suspect interview that I was involved in. I will give a description of the incident and include legislative contexts. I will outline my considerations when planning and preparing the interview and reflect on my responsibilities when conducting the interview in relation to the PEACE interviewing model. For this task I will be using the Gibbs model of reflection to structure and explain the suspect interview with the offender.

This interview was with a male in relation to a domestic violence incident where the male had assaulted his partner during an argument. The allegation was that the male had grabbed his partner by the throat and pushed her up against the wall. The male

then had allegedly slapped her to the head. The victim called the police reporting this and subsequently the male was arrested for assault and taken into police custody.

This interview was handed over to me to carry out so I had to do some pre reading on the incident and gather as much information as I could to start the planning.

In the police, investigators have a duty to allow a suspect the opportunity to answer the allegations made against them and to give their account before a decision on prosecution is made. An interview under caution may provide important evidence against the suspect, important information revealing further lines of inquiry and also relevant information to be considered in the prosecution decision.

In this interview I used the 'PEACE framework' which has five phases to this model.

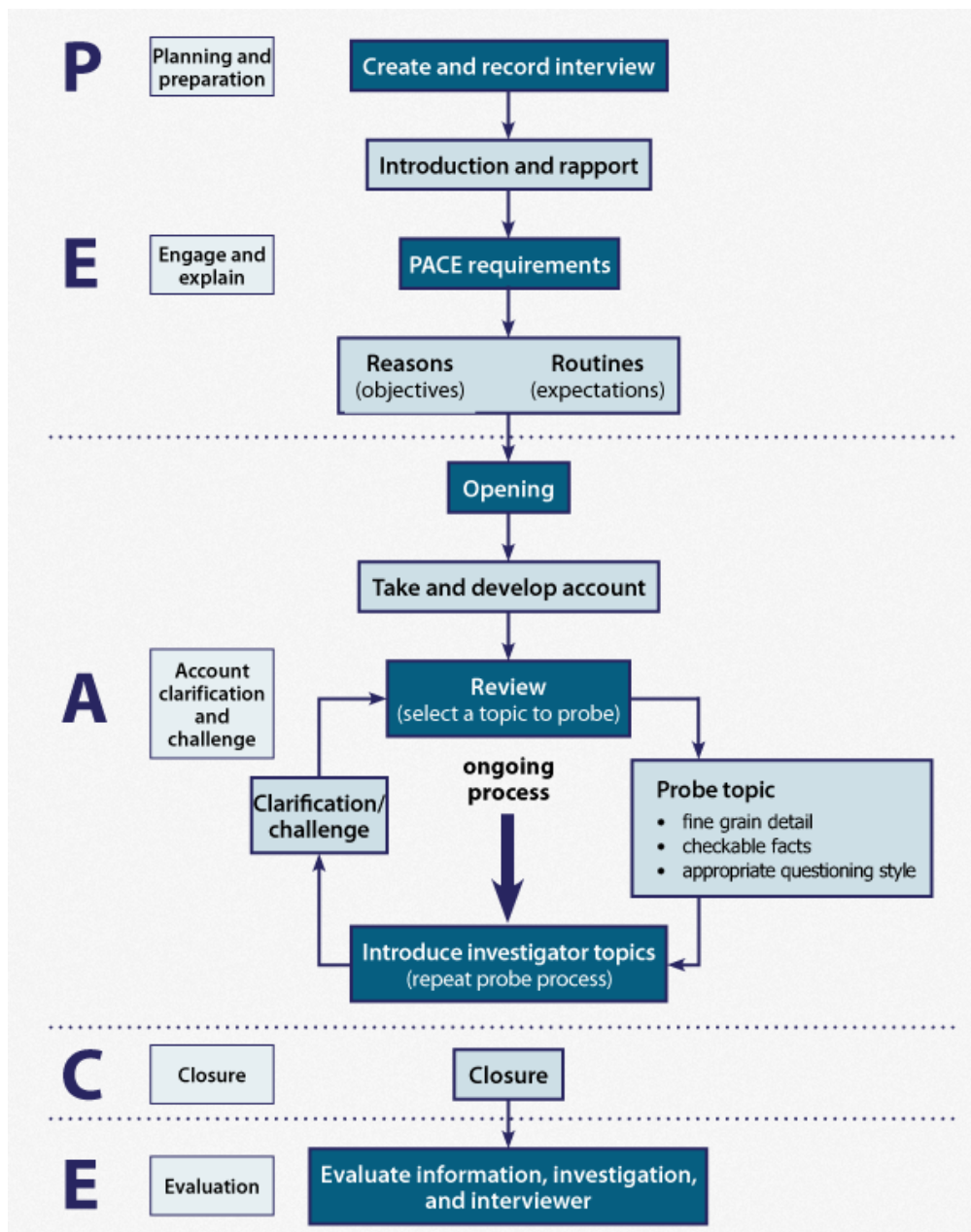
P- Planning and preparation

E- Engage and explain

A – Account clarification and challenge

C- Closure

E- Evaluation



(College of policing 2020)

To plan and prepare for this interview I conducted the relevant checks on as to what had happened and why the suspect was arrested and for what offence. With this I could plan the questions I wanted to ask the male in relation to the assault. For the interview I considered what individual characteristics I may need to take into account when planning and preparing. On this occasion there was nothing needed to take into

consideration in regards to the suspects characteristics. He was arrested for common assault so I gathered together the points to prove in connection with this offence.

Common Assault is Section 39 Criminal Justice Act 1988- A person is guilty of common assault if they either inflict violence on another person, however slight this maybe or make the person think they are about to be attacked.

The person does not have to be physically violent, for example threatening words or raised fist could lead the victim to believe they are going to be attacked which is enough for the crime of common assault to be committed. (Sentencing council)

The points to prove to meet the criteria that this is an assault are:

- Assault
- Date and location
- Unlawfully
- Assaulted
- Another person

After gathering this information together I then could compose the questions I wanted to ask the male in relation to the incident and I was ready to go into interview.

Prior to starting the questions in interview it is important to check the welfare of the suspect and make sure he is aware of his legal rights. In the welfare check I asked the suspect if there was any reason why he shouldn't be interviewed at this time. I also asked if he has any medical conditions that he suffers from or has any mental health issues. I asked the suspect if he required any medication and also if he was under the influence of drink or drugs at the time of this interview. I made the suspect aware that if he did become unwell or feel unwell at any point during the interview then he is to

let myself know and I could stop the interview and get a nurse or doctor to come and see him.

Code C in the Police and criminal evidence act 1984 codes of practice is the requirements for the detention, treatment and questioning of suspects in police custody by police officers. Includes the requirement to explain a person's rights while detained. (GOV.UK)

The rights while in detention are:

1. Free access to a solicitor.
2. Tell someone that you are at a Police station.
3. To be able to look at the codes of practice.
4. Getting medical help if you feel unwell or are injured.
5. The right to remain silent.
6. Knowing about the offence you are suspected of committing and knowing why you have been arrested and detained.
7. Seeing records and documents about your arrest and detention.
8. Getting an interpreter and translations of certain documents to help you.
9. If you are not British, you can arrange for the police to contact your embassy or consulate.
10. Or how long you can be detained for.
11. Access to the evidence if the case goes to court whereby your solicitor can see the evidence which may help the suspects defence.

(GOV.UK 2020)

Code F in the Police and criminal evidence act 1984 codes of practice is the visual recording with sound of interviews with suspects. There is no statutory requirement on

police officers to visually record interviews but the contents of this code should be considered if an interviewing officer decides to make a visual recording with sound of an interview with a suspect. (GOV UK 2020)

After the planning and preparation I then went onto the engage and explain whereby I got an account from the suspect which was a full admission into the offence. I still covered the questions I had planned and covered the points to prove for the offence of common assault. This way I could still explore and negate any defences whereby the suspect may have been acting in self-defence.

I then moved onto the account clarification and challenge part of the model then whereby I probed topics that he brought up throughout his account and asked him further questions on it. There are five key question types:

- Open ended- These are questions such as 'Tell me', 'Explain', 'Describe'
- Specific closed- These are questions such as 'Who did that?' 'What did she say?' 'Where does she live?' 'When did this happen?'
- Forced choice- These are questions such as 'Did the assault happen in the hallway or in the living room?'
- Multiple- These are questions such as 'Where did you hit her?' 'Where did she go after you hit her?'
- Leading- These questions are such as 'You hit her by punching her to the face didn't you?' These are less credible questions and may be admissible. (College of policing 2020)

Finally I then went onto the closure part of the interview where I asked the second interviewer if he had any questions to put to the suspect and to summarise what has

been said in the interview and to take into account any clarifications that the suspect wishes to make. The interview was then brought to a conclusion by announcing the date and time before turning the recording equipment off.

After the interview I would evaluate what has been said in order to determine the next course of action. I discussed the interview with the custody sergeant whereby due to no previous history with the male he was released with a caution.

Throughout the interview I was feeling in control and was confident due to the planning and knowing I had used the PEACE model to guide me through the whole process. Even from the initial part where I got the suspect from the cell I built a good rapport with him just by having a casual chat with him. During the interview with the suspect giving a full admission it made things rather easier for us and helps us get an effective charge.

From the interview I learnt that although this interview was straight forward, the same PEACE Model process is just as effective no matter what the interview is in relation to.

After the interview I sat down and watched the recording to see where I could improve next time and whether my interviewing techniques could be adapted in anyway. However I felt I had covered all the points I needed to cover.

Throughout this task I have shown the legislative context of the common assault and explained what the points to prove were in order to get a charge for the offence. I have explained the PEACE model interviewing process and how I used this to conduct the interview and the style of different question types and example of types of questioning.

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.

2400 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Throughout this task I will explain how I played a significant role in a policing incident involving conflict with a group of offenders displaying antisocial behaviour. I will explain how I used my communication skills effectively to manage the conflict and the necessary actions I took to bring the conflict under my control. I will also explain how

the reporting person felt like a victim because of this antisocial behaviour and the necessary actions taken to reassure the victim that the matter had been dealt with. For this task I will be using the Gibbs model of reflection to structure and explain the incident with the offender and also the victim of the incident.

This incident was in relation to a 999 emergency call from a resident in Rogerstone in Newport that she could hear a disturbance coming from the property behind hers. The resident disclosed that she could hear arguing between persons but was unsure how many, and also she heard glass breaking but was unsure as to what it was. The resident reported this through 999 as she believed it to be a domestic incident.

A number of challenges were faced upon arrival at the callers address as she didn't know what the street was or the house was directly behind hers but she was willing to allow us access to the rear of her property to see the property in she was reporting about and to establish where it was. This also gave me the opportunity to get an account from her as to what she heard and if she had seen anything which she hadn't.

Throughout all aspects of policing that I do I always use the National decision making model.

There are six key elements that the National decision model consists of, whereby each of these elements gives me an area of focus and consideration as a Police constable and by using the national decision model all the elements come together to help with the decision you are making.

The first element is the code of ethics. This sets out the policing principles I am expected to uphold and the standards of behaviour that is expected of me.

The next element is 'Gather information and intelligence'. I need to find out what has happened and is there any intelligence related to anything involved in the situation.

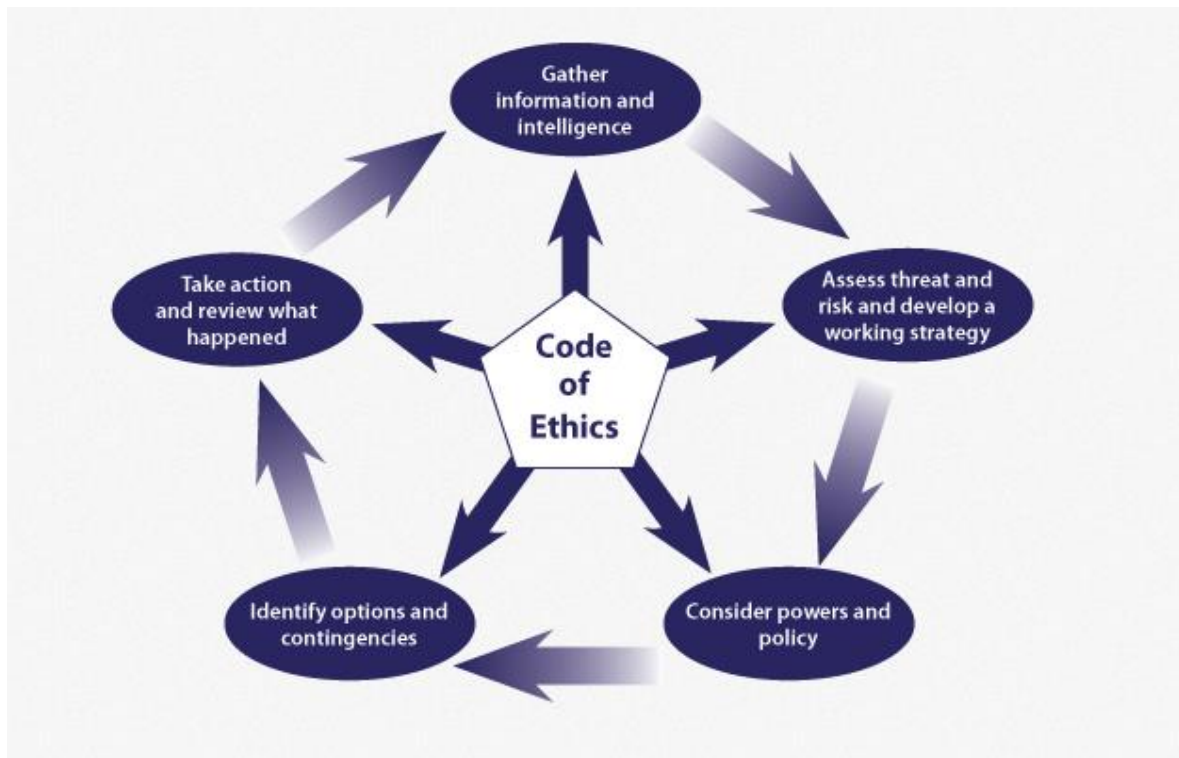
The next element is 'Assess threat and risk and develop a working strategy' whereby this involves assessing the situation, in particular any threat, risk or harm that could impact myself or others and then develop a working strategy in how I am going to tackle and approach this.

The next element is 'Consider powers and policies'. This involves considering the powers, policies and legislation that could apply in this situation.

The next element is 'Identify options and contingencies'. This involves considering the different ways in which I can resolve a situation and make my decision with the least risk of harm.

Finally the last element is 'Take action and review'. This is where I would implement all the appropriate decisions I have made throughout using the national decision model and then to reflect and review afterwards. In policing you may have to use the model numerous times during one situation as the situation can change at any time.

(College of policing 2014)



(College of policing 2014)

In relation to this incident I started to work my way around the National decision model. I started by gathering information and intelligence of the incident. This initially came from the force control room with what the caller stated that she believed to be a domestic incident but was unsure of the address was it was coming from. All she knew was. To gather more information I visited the callers address first to ascertain where the disturbance was coming from. The reporting person allowed me to gain access to the rear of her property so I could see where the incident was taking place and I used the maps on my phone to get an exact location. I then contacted force control room for any intelligence or information relating to the address or persons at the address prior to attending.

I then assessed the threat and risk by doing a quick count of the numbers of persons I could see and taking into account that no warning markers were linked to the address. I developed a working strategy whereby I needed some additional units as there was

approximately 15 persons smashing bottles and playing loud music outside of the property causing anti-social behaviour and that this was in fact antisocial behaviour as oppose to a domestic incident.

I then considered powers and policies available to me. Firstly a gathering of persons from different households all attending an address was an offence as Wales was in a national lockdown at the time due to Coronavirus. People you don't live with can not come into your home, unless you have formed an extensive household with them. (Welsh government 2020).

To tackle this antisocial behaviour I considered The dispersal power under the 'Anti-Social Behaviour, Crime and Policing Act 2014' whereby the dispersal power enables officers both constables in uniform and police community support officers to direct a person or persons who have committed, or is likely to commit, antisocial behaviour to leave a specified area and not return for a specified period of up to 48 hours. This is known as a Section 35 of the Antisocial Behaviour, Crime and Policing Act 2014 and this has to have an Inspectors authority. (Legislation.gov 2014).

When identifying my options and contingencies my initial thoughts were to give words of warning, advise and educate the involved persons on the Coronavirus rules as set out by the government and also and give the persons involved an opportunity to disperse. This would be the outcome that the local residents would want.

Upon the arrival of further units this is where I would use the final element of the national decision model and I would take action. When we attended the address I immediately told persons involved that they were in breach of government coronavirus restrictions and that they are all to disperse immediately or they would be issued with a fixed penalty. The antisocial behaviour whereby bottles were being smashed and music was being played loudly immediately stopped when our presence was noticed

and the persons left the area. I spoke with the occupant of the property and explained to her the regulations and that the behaviour of people who had attended her home was unacceptable and had caused a disturbance to others within the community. The occupant of the house did show remorse to what her friends had done and cleared up all the broken glass from on the street. I believed in this instance the outcome of the action taken was resolved well and the action taken by the Police had a positive impact on the community as the residents that were spoken to mentioned their satisfaction on how we had dealt with the issue. The local residents did say that this was not a regular occurrence on the street and were in full support as to how we handled the situation. By having the national decision model as a tool I believe this effectively helped me manage and take control of the situation.

Throughout this incident I was in company with another colleague as we tend to be double crewed in an evening so I also had input from my colleague in ways to tackle the incident. After establishing the facts I came to the conclusion that it was antisocial behaviour.

Antisocial behaviour can come in three types.

1. Personal antisocial behaviour is when a person targets a specific individual or group.
2. Nuisance antisocial behaviour is when a person causes trouble, annoyance or suffering to a community.
3. Environmental antisocial behaviour is when a person's actions affects the wider environment such as public spaces or buildings. (Met police 2020)

I believed that this incident was 'Nuisance antisocial behaviour' as the person's involved were causing annoyance to the community with their behaviours. By using the actions I mentioned above in this task where I used the national decision model we effectively took control of the situation, put an end to the antisocial behaviour and resolved the issue for the community.

During the situation I had remembered a case study I studied while I was training to be a constable. This was the 'Fiona Pilkington story' whereby the police failed to investigate her 33 complaints of harassment where a gang of youths would constantly target her and her 18 year old disabled daughter. The police felt that Fiona Pilkington was over reacting and did not connect the various calls to assess how vulnerable the Pilkington family was. This failing resulted in Fiona Pilkington killing herself and her daughter in a car fire. The jury at an inquest into her death ruled that Fiona Pilkington and her family had been failed by the local authorities as well as the police and those failings had contributed to her death. This case of Fiona Pilkington is seen as a turning point in agencies such as police being more responsive to victims of antisocial behaviour. (ASB help 2018)

During the situation when I had thought about the Fiona Pilkington case study I did not want an incident I responded at to be a statistic like the one in the Fiona Pilkington case and I felt like I needed the community to feel like I had done an effective job in managing this behaviour and to be reassured that the police do take these incidents seriously.

Before the situation I felt like I needed to gather as much information and intelligence as possible in order to achieve the end result of bringing the incident to a close. I also thought about the risks and dangers that are a possibility when attending to myself

and my colleagues. As I was not fully aware of the circumstances from the caller initially, I was feeling I was going a little bit into the unknown so I knew I needed to establish more facts prior to attending in order to quash the feelings of uncertainty. After the incident I was feeling a sense of accomplishment as the plan I executed went smoothly and was effective. I felt afterwards that by using the national decision model as a tool this helped me and my colleagues deal with the incident and take control. After reviewing the incident afterwards, my colleagues were in agreement that the approach we used was the correct approach for all involved and felt like it was handled professionally and effectively.

I think now that next time a similar incident arises then the same approach would be taken and I would always take that time initially to gather information and intelligence on the address and persons known to be involved.

Throughout the experience the communication with all involved was good. With the suspects involved I communicated with them calmly and explained to them the reason we have attended, the offences that had been committed, the outcome of what will be achieved by the end of the incident and that the consequences of failing to conform to the instructions given. Those involved were respectful of this approach and understood what was happening. I used my discretion with those involved by giving them the opportunity to leave and return home rather than face any police action. Also the way those affected in the community by the disturbance complimented the police on how it was dealt with and felt reassured by the actions taken. The residents also appreciated the engagement we had with them afterwards and the check on them to ensure they are ok. I think the only thing that was bad in the situation was that we couldn't establish immediately the location but by using the tools we had available to

us and speaking with the caller we managed to find it. In a way this gave us a few more minutes to come up with a strategic plan of action in dealing with the incident.

Upon analysis of the situation I think the reasons things went so well was because giving the offenders the opportunity to leave the party and educating them on their behaviours and as to why it is an offence was a more effective way to deal with this situation and the persons involved. They became more respectful of police and understood that we were giving them an opportunity to make their way home rather than to be removed and face the possibility of prosecution. They were remorseful of their actions afterwards and left respectfully in which we asked. I think next time they will think about their behaviour before acting in the way that they did because of the education they have had from police and how their actions that night have affected others in the community. I feel like my knowledge of the case study in relation to Fiona Pilkington made me act in the way I did and this is what made me think about the wider community rather than just the offenders.

From this situation I learnt how effective communication is key. It is something I use in every situation and I believe by talking to people and explaining why you are there and what the outcome you want to achieve is then this helps the person level with you and gain an understanding of the situation and their behaviours.

Learning and development points for myself after this situation are to make myself more knowledgeable and familiar with the area so if an incident was to arise again then I wouldn't have to spend too much time establishing where it is. Although the extra few minutes gave me more time to gather information and intelligence it could be a situation next time where those minutes are crucial. I have gone away from the

situation and made it a priority to have a drive around the area and become more familiar with it.

Throughout this task I have given a description of the situation with legislative contexts and explained how I considered how the antisocial behaviour discussed impacted the local community and how the police action was effective. I outline how the situation was dealt with and the plan of action to deal with the incident and what I considered when dealing with this situation. I explained my experience to date by discussing a case file I looked at in training and how I used discretion in the removal of the people from the situation as oppose to police taking action against them for their behaviours on the condition they understood and left the area.

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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: Kes Hobson (Learner)

Date: 07/12/2020

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: Kes Hobson (Learner)

Date: 07/12/2020

Signed: _____ (Tutor Constable)

Date: _____

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